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COURSE IN SOCIAL STUDIES  
GRADES SEVEN AND EIGHT

Pennsylvania. Dept. of Public Instruction.  
Bulletin no.71



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Commonwealth of Pennsylvania  
DEPARTMENT OF PUBLIC INSTRUCTION

# COURSE IN SOCIAL STUDIES

Grades Seven and Eight



Bulletin 71

HARRISBURG

PENNSYLVANIA

1932

## FOREWORD

ONE of the outstanding obligations of the State is to produce a cooperative and intelligent citizenry, with attitudes that will lead to proper conduct. All courses of study must, therefore, be character educative in nature. It is not enough to know about government and one's responsibility with reference to government. Unless the proper attitudes are developed to insure action when a citizen is confronted with a given problem, all teaching will be in vain.

This social studies program has been prepared for grades 7, 8, and 9 whether part of an 8-4 system or organized as a junior high school. The course has been planned so that citizenship aspects will be developed in connection with the work of grades 7 and 8, as well as in the outline of citizenship problems in grade 9. It is felt that the social studies in these grades will bring to the young citizen a rich program in citizenship.

In its present form this material is tentative. The suggestions of teachers, principals, and others will be welcome so that subsequent revisions may be improved. The material included in the course is part of a general program of curriculum revision organized under the direction of William H. Bristow, Deputy Superintendent, Department of Public Instruction, Harrisburg. The material was prepared by a committee consisting of:

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Preliminary outlines of this material were distributed during the school year 1929-30, and used experimentally by many junior high school and elementary school teachers. In addition, certain parts of the courses were tried out in the 1931 summer schools at the Pennsylvania State College, the University of Pennsylvania, and the California State Teachers College.

In its present form, the material for grades seven and eight was prepared by A. O. Roorbach, Joseph Leswing, and A. W. S. Little. R. O. Hughes, assisted by Joseph Rovengo, Liberty Junior High School, Pittsburgh, revised the material for the ninth year course in Citizenship.

For convenience and economy the course for grades, 7, 8, and 9 has been divided into two bulletins, the first including grades 7 and 8 and the second devoted to the work in citizenship for the 9th grade.

The work of preparing the material for printing was done by John F. Brougher, assisted by D. M. Cresswell, Department Editor. Dr. Hiram H. Shenk, Archivist, Pennsylvania State Library, gave valuable suggestions relative to the phases of the history courses relating to Pennsylvania history.

March 20, 1932.

JAMES N. RULE,  
*Superintendent of Public Instruction*



# COURSES IN SOCIAL STUDIES

## Grades Seven and Eight

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### Introduction

THE success of our democracy and the degree to which social order prevails depend upon the intelligence and the morality of the great mass of our people, and their capacity to share in the activities of government. Through the school, society can most directly and purposefully develop in each individual the ideals, attitudes, and practical civic abilities which each citizen must possess. The school is supported and controlled by society; it has under its daily influence the group from which will come the leaders of thought in the coming generations. Moreover, the school touches the lives of our people at the time when they are most responsive to social appeals.

In the attainment of these ideals, that part of the school represented by grades 7, 8, and 9, whether in the secondary school, or organized as part of an eight-four system, has a very important part. Young people have a keen sense of justice and they are particularly interested in problems relating to social control. It is the duty of the school, therefore, to guide the experiences of the boys and girls under its direction in such a way that as men and women they will continually grow in effectiveness as citizens. It must enlist their personal devotion to the welfare of democracy by showing them how the happiness of each one of us is inextricably bound up in the good of all, by appealing to their idealism, and by developing their emotional and ethical life.

In fulfilling the obligations imposed by education for citizenship, the school leans heavily upon the social studies program. This subject of study provides the materials and the opportunities essential for the development of the historical background against which the individual may view events in their true perspective, and will enable him to secure an understanding of the realistic functioning of government. Such training is essential if the individuals is to discharge properly the duties of citizenship.

Two important considerations enter into the success of the social studies work. The first is the atmosphere and setting provided by the school. The second is the point of view of the teacher and the methods which are used in attacking the subject.

The knowledge, ideals, habits, and attitudes which must be the chief outcomes of the courses in the social studies, can be attained only if the school is organized so that the pupils may have constant opportunities for practical citizenship experiences. If this end is to be achieved, the school must become a society, organized to function effectively in the lives of boys and girls. In such a program the social or extra-curriculum activities have a large part to play. Pupil participation in school

government should be made to contribute definitely to training for civic responsibility. Community projects and organizations also offer valuable opportunities along this line. In many places, such groups as the Boy Scouts, Girl Scouts, and Junior Red Cross are actively sponsored by the school or are conducted in close cooperation with it. An informal approach to the problems in this field is essential if vital interest on the part of the pupils is to be aroused.

In the study of history and civics, the emphasis must be placed on the activities of real people and on institutions and governmental agencies as organizations run by human beings. A Borough Council, for example, should be pictured as a group of everyday people chosen by their neighbors to run the community government—not merely as a theoretical body authorized by law. Boys and girls must be shown the practical as well as the legalistic side of government. Otherwise they will regard the subjects presented in school as something written about in books, but having no connection with reality.

The use of highly technical language should be avoided in dealing with boys and girls of junior high school age. When a child is forced to work with concepts which he cannot interpret in terms of his own experiences, the activity becomes meaningless and he is likely to react unfavorably against both the subject and the school. In introducing difficult ideas to pupils at this level, it is important to guard against over-generalization. When students are given such a ready-made formula as "The Supreme Court interprets the laws" they are not likely to secure an intelligent notion of the function of the court unless the statement is accompanied by concrete examples which they can understand.

How shall social studies material be graded? How does a junior high school course of study in this field differ from a senior high school course? This bulletin attempts to answer these questions by following the principle that in the junior high school we deal with history and civics primarily as concrete facts. Abstractions and generalizations based on them are kept to a minimum. The problem of the junior high school is to help boys and girls acquire a background by working with material which is rich in detail and which is capable of leaving a more vivid impression than the so-called "bare-bones" which pupils from time immemorial have been compelled to learn by rote. Teachers are recognizing more and more that the way to make history interesting is to supply enough factual information to enable pupils to gain some idea of what life in the past really was like. Songs, letters, pictures and other "realia" should be introduced, and those students who are manually-minded

should be given an opportunity to engage in all kinds of hand work projects related to the course.

In the junior high school the human aspects of historical movements should be touched upon without going into technical discussions of abstract causes and effects. The need to bring people into the picture is particularly strong in civics. In dealing with the constitution, such approaches as that found in the "Ten Dreams of Zach Peters" by Hagedorn are invaluable in breathing life into a subject which is difficult for boys and girls.

The social studies program for grades 7, 8, and 9 is the first section of a two-cycle plan which covers grades seven to twelve. The first cycle is as follows:

Seventh year—Backgrounds of American Life

Eighth year—History of the United States

Ninth year—Citizenship

"Backgrounds of American Life" furnishes the setting for the work of the eighth and ninth years. It is the successor to the former sixth grade course called "European Background of American History."

The entire eighth year is devoted to the "History of the United States." "Citizenship," the ninth year study,

includes a new treatment of the community phases of civics which were formerly allocated to the second half of the eighth year, and a new approach to some of the problems which were studied in the former ninth grade course, "Economic and Vocational Civics." In this section the world's work is considered from the point of view of the pupil as an appreciator and consumer of occupational services. The latter is related to the vocational guidance program, but is not the central theme of vocational guidance. This is given elsewhere in the course in School Opportunities and Occupations for grades seven, eight, and nine. In addition to these subjects, emphasis is placed on the structure and financing of government and on the relationships between nations.

In the revision of the Citizenship course for publication, the general organization of units was materially changed, notably in Part Two, which was originally called the Elements of Welfare. The units in this section were consolidated and in some cases re-arranged. However, all of the subjects discussed in the tentative course are included in this bulletin.

## Backgrounds of American Life

### Outline

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# GRADE SEVEN

## Unit I

### Prehistoric Times

#### Purpose

*To learn about the progress of early man, from the days before written history to the time of Egyptian history about 4000 B. C.; also to compare the life of mankind during those prehistoric ages with our life today.*

#### STORY AND REFERENCES

- A. Sources of Knowledge
  - 1. Meaning of sources—primary sources,—secondary sources,—evidence or proof
- B. Geological Epochs
  - 1. Story of the Rocks
    - a. Plant life—how the forests of that long ago yesterday have become the source of our local coal supply today
    - b. Prehistoric animals, such as can be seen in museums
- C. Glacial Periods
- D. Man's Heritage
  - 1. A world filled with many kinds of herbs, berries, fruits and nuts
  - 2. Strange and interesting animals
    - a. Many of which have served him in good stead
- E. Men of the Old Stone Age
- F. Problems of Early Man
  - 1. How to procure
    - a. Food
    - b. Clothing
    - c. Shelter
  - 2. Story of the cave man, the pit dweller and the tree dweller—tribal wars
- G. Early Inventions
  - 1. Language
  - 2. Club
  - 3. Drinking gourd
  - 4. Sling
  - 5. Long dug-out
  - 6. Musical instruments
    - a. Drum
    - b. Reed-pipe
  - 7. Fire making
  - 8. Early mathematics
- H. The Neolithic or New Stone Age
  - 1. Meaning of Neolithic
  - 2. Story of the Lake Dwellers
    - a. Manner of living
    - b. Tools
  - 3. Stonehenge—the Druids
  - 4. Story of the Maiden Castle—the remains of a British camp
    - a. Manner of living
  - b. How their homes compared with the Lake Dwellers—Reasons for different methods
- I. Economic Stages in the Prehistoric Development of Man
  - 1. Hunting and fishing stage
  - 2. Pastoral stage
    - a. Domestication of animals
  - 3. Agricultural stage
    - a. Methods of farming
    - b. More settled life
- J. Writing
  - 1. Picture writing
    - a. Examples—Aztec, Mayas, and Inca Indians
  - 2. Sign writing
    - a. Example—Egyptian hieroglyphics
- K. Methods of Exchange
  - 1. Giving of gifts
  - 2. Barter

#### References

##### HISTORICAL FICTION

CRUMP, IRVING—Og—Son of Fire—Dodd, Mead  
FELLOWES, E. C.—Stories of the Stone Age—Small, Maynard  
GARIS, H. R.—Tam of the Fire Cave—Appleton  
HALL, H. R. H.—Days before History—Crowell  
LANGFORD, GEORGE—Pic, the Weapon-Maker—Liveright  
ROLT-WHEELER, FRANCIS—Finder of Fire—Appleton  
TRUE, J. P.—The Iron Star—Little, Brown  
WATERLOO, STANLEY—The Story of Ab—Doubleday  
(A tale of caveman days)

##### NON-FICTION

BOYLE, M. E.—Man Before History—Little-Brown  
BOYLE, M. E.—Prehistoric Man—Little-Brown  
KUMMER, F. A.—First Days of Knowledge—Doran  
(Man's Achievements that have made modern civilization possible)  
QUENNEL, M., &—Everyday Life in the New Stone,—Putnam  
QUENNEL, C. H. B.—Bronze, and Early Iron Ages  
WASHBURN, C. W. &—The Story of the Earth—Century  
WASHBURN, H. C.

#### CURRENT APPLICATIONS

- 1. Illustrate primary and secondary sources from questions 2 and 3, listed under the "Activity" column. Explain the importance of these two types of sources in arriving at evidence.
- 2. The importance of geology and biology in understanding both the past and the present.
- 3. How animal life serves man today. Reference—Marshall, The Story of Human Progress, Macmillan,



Chapter 4. Animals as a source of power since Neolithic times.

4. Present methods of securing food, clothing and shelter. The economic needs of modern man have not changed from those of prehistoric peoples; it is the method of securing them that has slowly changed throughout the ages.

5. Modern art, literature, and music compared with their primitive beginnings.

a. Picture of the cave-dweller

b. No literature without a written language

c. The reed pipe made from the river reed, the first drums made by stretching pieces of parchment over hollow logs.

6. Early man expressed quantity by the number of his fingers and toes. He was lost beyond the number ten, but this method of counting is the beginning of our digit system in mathematics. Explain our digit system.

7. Influence of Maiden Castle on medieval and modern architecture.

8. Present day illustrations of people who live by Hunting and Fishing; Pastoral Peoples. Geographical location of such peoples and reasons for their backwardness. Literature—Bible story of Abram and Lot.

9. Modern methods of farming.

10. Importance of writing today, how it has affected law, literature and science. Discuss modern writing materials and methods; the publication of our large daily newspapers; the development of the typewriter. (Reference: Compton's Pictured Encyclopedia.)

11. Thunder, lightning, daylight and dark were deified (treated as gods) by early men. They explained these phenomena as being caused by the anger or pleasure of their gods. Discuss the modern scientific explanation of the above.

12. Explain our modern methods of exchange and show how inconvenient barter would be today.

a. Money as a medium of exchange

b. Kinds of money

c. Banks.

13. Explain the following allusion from Longfellow's poem "Evangeline": "This is the forest primeval. The murmuring pines and the hemlocks, bearded with moss, and in garments green, indistinct in the twilight, stand like *Druids* of Eld, with voices sad and prophetic."

## ACTIVITIES, PROCEDURES, TECHNIQUES

### Suggestions

In beginning the study of Prehistoric Times, it is essential that this period be invested with a sense of reality. Pictures, models, exhibitions of actual historical remains, and trips to museums, help boys and girls to gain some idea of life in this dim era of man's history. This aim will also be furthered by a wise use of learning activities. A suggestive list of exercises is given below.

Suggested thought questions, problems, projects in the form of charts, cartoons, committee reports, and dramatization.

1. What is the meaning of

a. History

b. Prehistoric

c. Evidence

d. Sources

e. Authentic

f. Civilization

g. Oxide of Iron

h. Ancestor.

2. Have you ever visited a museum and seen any skeletons of prehistoric animals? If so, explain to the class what you saw.

3. If you have never visited a museum that had any of these relics, search for pictures and reading matter on the subject. Excellent illustrations can be found in Compton's Pictured Encyclopedia and the World Book. Make a class report from your reading.

4. Prepare a map or chart indicating some of the things in your neighborhood that add to your comfort and pleasure.

5. Read the story of coal as told in a geography or an encyclopedia. Tell the story in class and then prepare a list of the different ways that it benefits man.

6. The first wheels were solid pieces of wood secured from the trunks of trees. Tell of all the uses that the wheel has today. References: Marshall—Story of Human Progress, and Rugg—An Introduction to American Civilization.

7. Write a short play, picturing a scene from the Old Stone Age. Work with several of your classmates and dramatize the scene before the class.

8. Have one of the Boy Scouts or Girl Scouts in your class illustrate a primitive method of making fire.

9. Prepare a chart comparing the comforts enjoyed by the men of the New Stone Age with those of the Old Stone Age.

10. Have one of your classmates who is handy with tools, look at a picture of an ancient dug-out and build a model for the class.

11. Draw an outline map of Europe; label the different places where interesting finds have been made concerning prehistoric times. At the different places indicate in writing or with pictures the kind of remains found.

12. Explain how man made a living in the first three stages of his economic development.

13. Prepare and complete a chart similar to the following:

Inventions of early man	How they altered his life
1.	
2.	
3.	
4.	
5.	
6.	

14. Make a cartoon or write a poem which will explain the expression "We are the heirs of the Ages." Use the chart in question 13 as a basis for your work.



## Unit II

## Oriental Civilizations

## Purpose

*To understand the early civilizations of the Near East and the Far East; their government, art, religion, literature, science and everyday life. To learn in what ways they were indebted to the peoples of Prehistoric Times, and how we in turn are indebted to the early oriental civilizations.*

## Story and References

- A. People of the Nile Valley
  - 1. Physical characteristics of the Nile River
  - 2. Advantages of the Nile
  - 3. The Nile dwellers
    - a. Settled homes
    - b. Absolute government
    - c. Their everyday life as
      - (1) Farmers
      - (2) Skilled workmen
      - (3) Builders of pyramids, temples, and statues
  - 4. Religion
    - a. Story of Osiris
  - 5. Contributions to civilization
    - a. Beginnings of written records
    - b. Science
- B. People of the Tigris-Euphrates Valley
  - 1. Advantages of the Tigris and Euphrates Rivers
  - 2. The people
    - a. As merchants
    - b. As farmers
    - c. As skilled workmen
    - d. As builders—story of the Hanging Gardens of Babylon
  - 3. Government
    - a. Hammurabi
    - b. Nebuchadnezzar
  - 4. Contributions to civilization
    - a. Science
    - b. Arts
- C. The Phoenicians
  - 1. As shipbuilders
  - 2. As navigators
  - 3. As traders
  - 4. Contributions to civilization
    - a. The alphabet
    - b. Spread of Oriental civilization
- D. The Hebrews
  - 1. As a pastoral people
  - 2. In Egypt
  - 3. The Exodus
    - a. Moses

- 4. In Canaan
- 5. The Philistines
- 6. Contributions to civilization
  - a. Religion
  - b. The Old Testament
- E. The Persians
  - 1. Leaders—religion
- F. Isolated civilizations
- G. India
  - 1. Early history
  - 2. Art, literature and architecture
  - 3. Caste system
  - 4. Language—Sanskrit
- H. China
  - 1. Myths and legends
  - 2. Early history
  - 3. Art and literature
  - 4. Religion
  - 5. System of writing

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 HENTY, G. A.—For the Temple (The Fall of Jerusalem)—Scribner.  
 ROLT-WHEELER, FRANCIS—Pyramid Builder—Appleton.

## NON-FICTION

- BANKS, H. W.—Stokes' Wonder Book of the Bible—Stokes.  
 BANKS, E. J.—The Seven Wonders of the Ancient World (illustrated)—Putnam.  
 FIRDAUSI,—The Epic Kings—Hero Tales of Ancient Persia—Macmillan.  
 MILLS, DOROTHY—The Book of the Ancient World—Putnam.  
 Social and economic life of the Egyptians, the Assyrians, the Babylonians, the Hebrews, the Persians, and the Phoenicians.

## CURRENT APPLICATIONS

- 1. Egypt today. Political, economic and social life.
- 2. How Egyptian art and literature influences the present.
- 3. Has the government of early Egypt any parallel in history today?

4. "The capital of Menes was at Memphis, his rule was absolute. Each year the masses had to give him a portion of their grain, poultry, and stock as taxes. In return Menes promised to protect them from their foes, keep up the dikes and build reservoirs." Compare the above with our modern system and purpose of taxation.

5. Discuss Hero of Alexandria and his "Aeolipile" or "ball of the winds." Explain its connection with our modern steam engine. Marshall, *The Story of Human Progress*. Macmillan.

6. Irrigation in the United States.

7. Our calendar today.

8. "The old Babylonian cities were protected by walls, with narrow gateways leading into the city, guarded by soldiers. Before a merchant from another place could enter the city with his goods, he was forced to pay a tax. This tax went to the king for the upkeep of the government." Compare the above with our modern system of *tariff for revenue*.

9. Read portions of the epic of Gilgamesh.

10. Our modern use of the twelve signs of the Zodiac.

11. The Hebrews—Bible stories from the Old Testament.

12. Compare the colonizing enterprises of the Phoenicians with those of modern countries as to methods and purposes.

13. The religion of Zoroaster today. (see *World Almanac*).

14. The mathematics and science of our present day which have been handed down from the oriental peoples.

a. Babylonia: Astronomy, the sun dial

b. Egypt: The Calendar, geometry

c. Phoenicia: System of weights and measures.

Reference—Happold, T. C.—*The Adventure of Man*, Harcourt Brace. Chapter I, The Isle of Adventure—The Solar System today.

15. What geographical barriers tended to isolate China and India from the early civilizations of the Near East? How have these barriers been overcome?

## ACTIVITIES, PROCEDURES, TECHNIQUES

### Suggestions

It is suggested that the study of this unit be introduced through several of the current applications listed in column two. For example, the signs of the Zodiac; the sun dial; the calendar; the steam engine. The following types of activities listed below indicate how these aids may be used in the study of the unit.

1.

Summary Sheet—The Orient			
	Outstanding Persons and Events	Architecture, Literature, and Science	Lasting Con- tributions to Civilization
People of the Nile Valley			
People of the Tigris-Euphrates Valley			
The Hebrews			
The Phoenicians			

References—books from which information was secured. Give title of book, author, and publisher.

2. Describe the everyday life of the different classes in early Egypt and compare it with present conditions in America. Reference—Davis, *Readings in Ancient History*, Greece page 9, *Residence of a Great Egyptian Nobleman*; page 14, *Life of the Poor in Old Egypt*.

3. From the same reference as above read the account of an Egyptian Bazaar and compare this scene with life in our large cities.

4. On an outline map, color the countries studied in this unit, label the important places and indicate either in writing or by pictures why the place you have chosen was important.

5. Write a poem or make a cartoon which will illustrate some important event or events connected with this unit.



## Unit III

## Greek Civilization

## Purpose

*To learn how the early civilization of the Near East effected the life of the Greeks as its influence spread westward across the Mediterranean Sea.*

## STORY AND REFERENCES

- A. The Greeks; why we remember them
  1. Stories already learned through supplementary reading
    - a. Greek mythology
  2. Noted Greek cities which still exist
    - a. Athens.
  3. Unforgotten memories of Greek courage
    - a. Persian invasions
    - b. Marathon
    - c. Leonidas at Thermopylae
    - d. Salamis.
  4. Delphi—Story of the Oracle
- B. The Greeks as builders and artists
  1. Famous buildings
  2. Famous pictures and statues
- C. Greek boys and Greek men
  1. The Greek boy
    - a. Training and amusements at Athens
    - b. Training and amusements at Sparta
    - c. The Olympic Games
  2. Greek men
    - a. Their love of ruling themselves
  3. Stories of famous Greeks
    - a. Aesop
    - b. Homer
    - c. Socrates
    - d. Pericles
    - e. Demosthenes
    - f. Aristides
    - g. Themistocles
    - h. Sophocles
    - i. Miltiades
    - j. Philip of Macedon
- D. Men who carried Greek ways of living to other lands
  1. Sailors
  2. Traders
  3. Colonists
  4. Alexander and his conquests

## References

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 CHURCH, A. J.—Young Macedonian in the Army of Alexander the Great—Putnam.  
 CREW, H. C.—The Lost King Odysseus—Century.

- CREW, H. C.—The Trojan Boy (Trojan War)—Century.  
 ROBINSON, C. E.—The Days of Alcibiades (Social life of Athens)—Longmans, Green.

## NON-FICTION

- DAVIS, W. S.—A Day in Old Athens—Allyn and Bacon.  
 HALL, JENNIE—Men of Old Greece—Little, Brown.  
 MILLS, DOROTHY—The Book of the Ancient Greeks (Also see activities 2, 3, and 4 above)—Putnam.  
 HAAREN AND POLAND—Famous Men of Greece—American Book Co.

## CURRENT APPLICATIONS

1. Greek Mythology—Homer, the Iliad and the Odyssey.
2. Athens of today. Influence of Early Athens upon modern
  - a. Art
  - b. Architecture
  - c. Drama and theatre
  - d. Literature
  - e. Painting
  - f. Sculpture
  - g. Science (Archimedes invented lever and pulley—principle of scientific gravity. Pythagoras taught that the earth was a sphere.)
3. Browning's poem Pheidippides (in connection with the battle of Marathon).
4. In discussing the Delphic Oracle, compare the work of our modern fortune tellers, astrologists, phrenologists, etc.
5. Present educational methods contrasted with that of Athens and Sparta.
6. Modern Olympic games.
7. In Athens, boys when they reached the age of eighteen took the following oath:
 

"We will revere and obey the city laws and do our best to incite a like respect and reverence in those above us who are prone to annul or set them at naught. We will strive unceasingly to quicken the public's sense of civic duty that thus in all these ways we will transmit this city not only less, but greater, better and more beautiful than it was transmitted to us." Is there any such requirement as the above for the youth of our country? Should such a sense of civic duty prompt our life?
8. What morals in Aesop's Fables would apply to our own lives today.
9. Compare the Greek democracy with our present form of representative democracy as to

- a. Size.
- b. Methods of law making under Solon
- c. Solon's Jury system

10. The Achean League, formed after the death of Alexander the Great, was cited many times by the framers of the Constitution. An assembly met twice a year, chose a president, levied taxes, supported an army, and conducted foreign affairs. Compare the above with our Congress and its duties, our method of electing a president and his duties, our method of taxation and conducting foreign affairs. The cities of the league enjoyed local independence. Compare this with the States of our union.

11. Socrates complained about the government of Athens, because men were chosen to govern the city who had no training in governmental affairs. Plato in his "Republic" suggests training for political life. Would the complaint of Socrates be justified today? Would Plato's suggestion be a wise one for our government?

### ACTIVITIES, PROCEDURES, TECHNIQUES

#### Suggestions

There is so much of present day architecture, science, literature and government that can be traced to the early Greeks that any one of the current applications listed in column two might be used as an introduction to the study of this unit.

What the Greeks received from Oriental civilization	What the Greeks gave to Later civilization
1.	
2.	
3.	
4.	
5.	

Summary Sheet of Greek History

Famous Greek City States	Important Persons and Events	Famous Buildings	Famous Literature	Important Dates

1. Prepare a map of early Greece, label the important places, and indicate either in writing or pictures why they were important.

2. Report on the lives of some of the following men:

- |                                    |                              |
|------------------------------------|------------------------------|
| a. Miltiades, the Hero of Marathon | h. Lysander                  |
| b. Leonidas at Thermopylae         | i. Socrates-Plato—Aristotle  |
| c. Themistocles                    | j. Xenophon                  |
| d. Aristides, the Just             | k. Epaminondas and Pelopidas |
| e. Cimon                           | l. Philip of Macedon         |
| f. Pericles                        | m. Alexander the Great       |
| g. Alcibiades                      | n. Demosthenes               |

3. From Tappan's Story of the Greek People report on (1) The Early days of Athens—The Laws of Solon, Chapter V, (2) The Rule of Pisistratus the Tyrant, Chapter VI, (3) The Olympic Games, Chapter VII.

4. From Van Loon's Story of Mankind—Macmillan, report on (1) The Greek Cities, p. 58, (2) Greek Self-Government, p. 62, (3) Greek life, p. 66, (4) The Greek Theatre, p. 71.

5. Prepare a chart, poem or cartoon illustrating our debt to ancient Greeks. (Refer to column on current applications).



## Unit IV

## Roman Civilization

## Purpose

*To understand the history of Rome from its early beginning about 500 B. C. to the barbarian invasions about 500 A. D. To follow during that thousand year period the story of the Roman conquest, beliefs, customs, ideals, literature, architecture, and laws. To observe the influence of earlier civilization and Christianity upon Rome and finally Rome's contribution to our own civilization.*

## STORY AND REFERENCES

- A. How Rome began
  - 1. Stories about Rome already learned
    - a. Story of Romulus and Remus—the founding of Rome.
    - b. Mythology
  - 2. Early Rome and her neighbors
    - a. Family life
    - b. Sabines
    - c. Etruscans
- B. How Rome conquered other peoples
  - 1. In Italy
    - a. Samnite wars
  - 2. The Carthaginians
    - a. Punic wars
  - 3. Social conditions in Rome after Punic wars
    - a. Education—religion
    - b. The Gracchi
  - c. Marius and Sulla
  - d. Amusements
- C. The Romans at the time of Julius Caesar
  - 1. Government
  - 2. Caesar and the Teutons
  - 3. Caesar and the Britons
  - 4. Reforms of Caesar
- D. Rome, capital of an Empire
  - 1. Caesar's successors called Emperors
  - 2. Roman architecture, streets, roads, homes, stores
  - 3. Working classes—the guilds
  - 4. Roman books
- E. Roman Christianity
  - 1. The Early Christian
  - 2. The Empire and influence of Christians

COWLES, J. D.—Our Little Roman Cousin of Long Ago—Page.  
 HENTY, G. A.—Eric the Briton—Scribner.  
 HENTY, G. A.—Young Carthaginian—Scribner.  
 JAMES, G. P. A.—Attila—Dutton.  
 STODDARD—The Sword Maker's Son (Early Christianity) — Century.

## NON-FICTION

DAVIS, W. S.—A Day in Old Rome—Allyn and Bacon.  
 SHUMWAY, E. S.—A Day in Ancient Rome—Heath.  
 FORBUSH, W. B.—Myths and Legends of Greece and Rome—Winston.

## CURRENT APPLICATIONS

- 1. Secure a picture of the Capitoline She-Wolf. Explain the Roman myth concerning this statue.
- 2. The first Etruscan king of Rome had a fine system of drains and sewers built to carry off the water and dirt. Along the Tiber today the remains of these old Etruscan sewer drains can still be seen. Explain the sewage system of a modern city.
- 3. The Etruscan line of kings have been immortalized in Macaulay's "Lays of Ancient Rome"—"How Horatius Held the Bridge." Read and discuss this poem, while historic setting is clear.
- 4. The Roman Republic.
  - A. Executive power
    - 1. Two Consuls elected for one year by the Assembly
    - 2. Dictator elected by the Senate with absolute power during times of danger.
    - 3. Assembly consisted of the soldier citizens.
    - 4. Senate consisted of Patricians only.
  - Compare the powers of the dictator under the Roman Republic with the powers of the president of the United States during times of war.
  - Discuss the work of Mussolini, the present dictator of Italy.
- 5. The schooling of Roman boys and girls began in the home. The mother was the teacher until the children were seven years of age. She taught them
  - A. To speak their Latin language correctly
  - B. Obedience
  - C. Honesty
  - D. Self-reliance

## References

## HISTORICAL FICTION

ANDERSON, P. L.—With the Eagles—Appleton.  
 CHURCH, A. J.—The Burning of Rome—Macmillan.  
 CHURCH, A. J.—Lucius, Adventures of a Roman Boy—Dodd, Mead.

After this the children attended the outside schools, called grammar schools.

Their subjects were

A. Geography, arithmetic, rhetoric, and the Twelve Tables (Laws of Rome)

B. The Odyssey—and the works of the Latin poets, Horace and Virgil.

Compare these subjects with those taught today.

Discuss their value to the Roman student.

6. In what way does our calendar today differ from the Julian Calendar.

7. See pictures of Roman columns—with the "Composite" and Tuscan capitals. Observe modern buildings for these styles of architecture. Note any modern applications of the Roman arch.

8. Compare the Roman aqueducts with our modern methods of supplying a city with water.

9. Compare the Roman roads with those of today as to

- a. Purpose
- b. Durability
- c. Construction (concrete)

10. The Christian Church in Rome and the Church today.

- a. Early Roman tolerance
- b. Later Roman persecutions
- c. Monasteries
- d. Welfare work

11. Discuss the Roman guilds in the light of modern trade unions.

## ACTIVITIES, PROCEDURES, TECHNIQUES

### Suggestions

A study of the ancient city of Rome by means of pictures, models, travel talks, etc., makes a vivid and inspiring introduction to the development of the unit on Roman Civilization. The activities listed below suggest exercises which will be helpful in the mastery of this section.

1. Prepare a chart, indicating the six persons in Greek and Roman history whom you consider did

the most for the progress of mankind. See example below.

My Greco-Roman Hall of Fame		
Name of person dates	Greek or Roman	Why chosen for this "Hall of Fame"

2. Report on the following stories of Ancient Rome. Reference: Davis' Readings in Ancient History (Rome). (a) How Horatius Held the Bridge, (b) How the Plebians Won the Consulship, (c) The Story of Cincinnatus, (d) The Strike of the Flute Players, (e) The Roman Constitution, (f) How Archimedes Made Engines to Resist Marcellus. Compare (a) with the stand of Leonidas at Thermopylae.

3. From Haaren and Poland's Famous Men of Rome—American Book Company (a) Camillus, (b) Appius Claudius, (c) Regulus, (d) Scipio Africanus, (e) Cato the Censor, (f) The Gracchi, (g) Marius, (h) Sulla, (i) Caesar, (j) Pompey.

4. Write a composition, make a chart, or draw a picture or cartoon showing what Rome gave to civilization.

5. Prepare a map of Rome at any time and label the important places and events showing in some way why they were important.

6. Match the following persons and events. Example (a) with legendary founder of Rome.

- a. Romulus—Roman Goddess of the Hearth
- b. Horatius—Roman two-faced God
- c. Tiberius Gracchus — Legendary Founder of Rome
- d. Julius Caesar—Roman Reformer
- e. Mars—Fought against the Etruscans
- f. Janus—Carthaginian General
- g. Hannibal—Mother of the Gracchi
- h. Cincinnatus—Reformed the calendar
- i. Cornelia—A Roman patriot
- j. Vesta—Roman War God



## Unit V

## Medieval Times

## Purpose

*To understand the influence of the barbarian invaders from northern and central Europe upon the history of the Roman Empire, and to see how those invaders paved the way for the founding of the new nations. Those were years of disorder, and some system of law and order had to be devised. A peculiar form of government known as the feudal system developed to meet this need. We will study the everyday life of the people during that unsettled age and observe, (a) the organization of the church and how it preserved the old civilization and (b) the influence of the institutions of medieval times upon our age.*

## STORY AND REFERENCES

- A. Meaning and approximate dates of Medieval Times.
- B. The Barbarian Invasions
  - 1. The Goths
    - a. Alaric
  - 2. The Visigoths
  - 3. The Vandals
  - 4. The Angles
  - 5. The Saxons and Jutes
  - 6. The Huns
    - a. Attila
  - 7. The Franks
  - 8. The barbarians' laws, customs and religion—The Eddas and the Niebelungenlied.
- C. The English
  - 1. Story of Alfred the Great
  - 2. The Danes in England
  - 3. The Vikings
- D. How the English began to win their liberty
  - 1. William the Conqueror
  - 2. Reforms of Henry II—Petit jury, grand jury, circuit judges
  - 3. Story of King John
  - 4. The Great Charter (Magna Charta)
- E. How the people lived in England and in Europe during the Middle Ages
  - 1. The Feudal System
    - a. Lords
    - b. Vassals
    - c. Serfs
    - d. Chivalry
    - e. Tournaments
  - 2. The Towns
    - a. The Guilds
    - b. The Fairs
    - c. Troubadours and Minnesingers
  - 3. The village life

## F. The Church in the Middle Ages

- 1. Monasteries
- 2. Cathedrals
- 3. Church Organization
  - a. The Pope
  - b. The Cardinals
  - c. The Bishops
  - d. The Parish Priests
  - e. The duties of (a) (b) (c) & (d)

## References

## HISTORICAL FICTION

- ADAMS, J. D.—The Swords of the Vikings—Dutton.  
 CASE, C. M.—The Banner of the White Horse (Saxon Conquest of England)—Scribner.  
 COMSTOCK, H. T.—A Boy of A Thousand Years Ago (England During the Time of Alfred the Great)—Lothrop, Lee & Shepard.  
 ECHOLS, U. W.—Knights of Charlemagne—Longmans.  
 HALL, JENNIE—Viking Tales—Rand.  
 TAPPAN, EVA—In the Days of Alfred the Great—Lothrop, Lee & Shepard.

## NON-FICTION

- HAAREN, AND POLAND—Famous Men of the Middle Ages—American Book.  
 HULL, ELEANOR—The Northman in Europe—Crowell.  
 GILMAN, ARTHUR—Magna Charta Stories—Lothrop, Lee & Shepard.  
 HARDING, S. B.—The Story of the Middle Ages—Scott, Foresman.  
 NEWBOLD, HENRY—The Book of the Happy Warrior—Longmans, Green.  
 WILSON, C. D.—The Story of Cid—Lothrop, Lee & Shepard.

## CURRENT APPLICATIONS

- 1. With what peoples did the Goths, Visigoths, Angles, Saxons, Jutes and Franks fuse to form the modern nations of western Europe? Name these modern nations.
- 2. The Germanic tribes' methods of conviction and punishment for crime were decided by
  - a. The ordeal by fire
  - b. The ordeal by water
  - c. The wager of battle
 Compare their system with our modern jury system.
- 3. The Eddas tell of the great Teutonic gods. Thor, Woden and others. From the two gods named above we

get the names of two days of the week, Thursday (Thor's day) and Wednesday (Woden's day). What other two days have we named from Teutonic mythology?

4. The *Nibelungenlied* tells of the great German hero Siegfried (the Netherlander) and his achievements. From the *Nibelungenlied*, Richard Wagner has taken the Siegfried and the Dusk of the Gods. A knowledge of the *Nibelungenlied* is necessary to appreciate more fully these operas.

5. The fusion of the Barbarian tribes with the Latin speaking Romans gave birth to our modern Spanish, Italian and French languages, often spoken of as the Romance languages.

6. Compare the duties of the Saxon Witenagemot with the duties of our Congress.

7. "In 1086 William the Conqueror took a census of his kingdom and had all the data compiled in what has been called the Domesday Book. He ascertained the amount of land, sheep, cattle, slaves, and income of every man in the land." Discuss the latest Census Report of the United States, and the information gathered and the reasons.

8. Chivalry as an Educational Institution taught

- a. Reverence for superiors
- b. Kindness toward the poor and weak
- c. Courtesy toward women
- d. Bravery

Discuss the need for these attitudes today.

9. Discuss the craft guilds and the merchant guilds in the light of modern capital and labor—and commercial enterprise.

10. Discuss the mystery and the miracle plays in the light of modern visual education.

11. What is the present method of electing the Pope?

12. With this historical setting of Feudalism, the stories of *Ivanhoe* and *King Arthur* and his Round Table might be told.

13. Explain our modern jury system, the duties of the petit and grand jury. Explain Henry II's contribution.

14. What present provisions in our Federal Constitution were granted to the English by the Magna Charta?

15. World Literature—The *Cid*.

## ACTIVITIES, PROCEDURES, TECHNIQUES

### Suggestions

The point of view from which this unit is presented should be that of one who sees the contrast between the highly civilized life of the Roman Empire and the low estate to which that order fell when the organization was broken down because of confusion within and barbarian attacks from the outside. One has an opportunity to study at first hand civilization in retreat and to follow the groping and laborious process entailed in the effort to make a new start.

1. Compare (1) the sanitary conditions, (2) the comforts of home life and (3) the methods of transportation of medieval town life, with those of a modern American Community. Example:

	In a Medieval Town	In a modern American City
Sanitary Conditions		
Comforts of home life		
Methods of Transportation		

2. Prepare a map showing (1) the countries invaded by the Barbarian tribes, and (2) the countries where the Romance languages developed.

3. From Davis "Readings in Ancient History," prepare floor talks on the following subjects:

- a. How men made a living in Frankland
- b. Usages of the Church
- c. Laws of the Barbarians
- d. Personal Traits of Charlemagne

4. Write an imaginary description of a town and town life during the Feudal period.

5. Prepare a floor talk on the story of *King Arthur* and his Round Table — Reference — *Mable H. W. "Heroes Every Child Should Know," Grosset and Dunlap.*

6. List the reforms of (1) Henry II, (2) Magna Charta.



## Unit VI

## A New Day for Civilization

## Purpose

*To learn how the influence of Eastern civilization was carried over Europe by the returning crusaders and how, as conditions became more settled, a revival of art, literature, and science began, which led mankind to take a broader outlook on life.*

## STORY AND REFERENCES

- A. The Pilgrimages—Crusades
  - 1. Pilgrimages—Christian
  - 2. Mohammedans
    - a. Story of
    - b. In the Holy Land
  - 3. The First Crusade
    - a. Pope Urban II
    - b. Peter the hermit
    - c. Great leaders
  - 4. The third Crusade
    - a. Richard the Lion-hearted
    - b. Saladin
  - 5. The Children's Crusades
  - 6. Results of the Crusades
    - a. Effect on Venice
    - b. Effect on other trading cities
    - c. What the Crusaders learned from the East and brought back home
- B. The Renaissance
  - 1. Meaning
  - 2. Leaders
    - a. Great writers
    - b. Great sculptors
    - c. Great painters
    - d. Great scientists
- C. The Reformation
  - 1. The story of Martin Luther
  - 2. The story of Ignatius Loyola
  - 3. The story of John Calvin

## References

## HISTORICAL FICTION

STORY, W. S.—The Young Crusader—Lothrop, Lee & Shepard.  
 PYLE, HOWARD—Men of Iron (Chivalry in England)—Harper.  
 LANSING, M. F.—Magic Gold (A Story of Roger Bacon)—Little-Brown.  
 JOHNSTON, MARY—The Fortunes of Garin (Crusaders—Troubadours)—Houghton, Mifflin.

## NON-FICTION

TAPPAN, E. M.—When Knights were Bold—Houghton, Mifflin.  
 BARKER, ERNEST—The Crusaders—Putnam.

## CURRENT APPLICATIONS

- 1. There are 68,735,233 Mohammedans living in India today. In what other modern countries do large groups of Mohammedans live?
- 2. World Literature—Arabian Nights.
- 3. The architecture of the Arabs as a model for modern builders
  - a. Preserved at Cordova and Granada in Spain
  - b. Mosques—Omar in Jerusalem
  - c. Minarets
  - d. Types of architecture in your local community
- 4. Arabic origin of our modern words
  - a. Muslin
  - b. Damask
  - c. Mattress
  - d. Cupola
  - e. Zenith
  - f. The prefix, *al* meaning *the*—example: alcove—alkali
- 5. Arabic numerals—and the manufacture of paper.
- 6. The influence of Heraldry on the modern use of coats of arms.
- 7. Famous writers and scholars of the Renaissance period and their influence on modern life.
  - a. Roger Bacon (1214-1294) predicted the eventual use of automobiles, airplanes, and ships without sails.
- 8. Michelangelo—sculptor, painter, architect
  - a. Sculptor—Statue of David—Moses
  - b. Painter—Frescoed the ceiling of the Vatican in Rome "The Last Judgment." Secure pictures of the above.
- 9. Leonardo da Vinci—painter
  - a. Mona Lisa
- 10. Raphael
  - a. Sistine Madonna
- 11. Scientists of this period discovered that the ancient Greeks believed the earth to be a globe, and that a famous Greek had measured its circumference. How did the above influence the discovery of America? Discuss.
- 12. Galileo proved that falling bodies regardless of weight, fall at the same rate. He thus laid the foundation for the laws of dynamics. How has this knowledge influenced present civilization?

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13. Martin Luther—John Calvin. Reason for so many Christian Creeds today.

14. The founding of the Society of Jesus (Jesuits) and its influence on American History.

### ACTIVITIES, PROCEDURES, TECHNIQUES

#### Suggestions

The romantic appeal of the Crusaders offers a splendid opportunity for introducing and motivating this unit. Junior high school boys and girls enjoy reading and talking about the exploits of such heroes as Richard "the lion-hearted" and Saladin. Interest in the Near East can be aroused through the stories of the Arabian Nights.

1. Complete the following chart:

List the important persons and events discussed in this unit

Name of person	Date of Life	Achievement

2. Write an imaginary interview with three people telling why they went on the crusades.

3. Give a floor talk comparing four great cities in Italy during the Renaissance with the Greek City states in government and commerce.

4. Prepare a map and label the important places and events of the several Crusades.

5. Write a poem, make a cartoon or prepare a chart indicating what the peoples of this unit contributed to civilization.

6. Complete the following sentences:

a. \_\_\_\_\_ proved that falling bodies regardless of weight fall at the same rate.

b. An Arabian book famous as world literature is the \_\_\_\_\_.

c. Two great painters of the Renaissance period were \_\_\_\_\_ and \_\_\_\_\_.

d. Michelangelo painted the \_\_\_\_\_.

e. Ignatius Loyola founded the \_\_\_\_\_, whose members were called \_\_\_\_\_.



## Unit VII

## The Beginning of American History

## Purpose

*To understand how the economic development which accompanied the Renaissance impelled the Europeans to seek new routes to the East, thus initiating an era of exploration, discovery, and settlement.*

## STORY AND REFERENCES

- A. Beginning and discovery
  1. Voyages of the Northmen
  2. Marco Polo
  3. The Portuguese
    - a. In Africa
    - b. In India
  4. Columbus
    - a. His early life
    - b. His voyages
  5. The successors of Columbus
    - a. How America came to be named for Amerigo Vespucci rather than for Columbus
    - b. How Balboa found the South Sea
    - c. The story of Magellan's voyage
    - d. Cortez and the conquest of Mexico
    - e. Pizarro and the conquest of Peru
    - f. Story of DeSoto
    - g. John Cabot and his discoveries for England
    - h. Cartier and his discoveries for France
    - i. Work of LaSalle
- B. European rivalries which influenced conquest and colonization
  1. England in the days of Queen Elizabeth
    - a. Stories of "Good Queen Bess"
    - b. English seamen and the King of Spain
  2. France another rival of Spain
  3. The King of Spain and his tyranny
    - a. The revolt of the Dutch
  4. Englishmen join in the fight against Spain
    - a. English and Dutch
      - (1) Story of Sir Philip Sidney
    - b. War between England and Spain
      - (1) Story of the Great Armada
  5. English voyages westward
    - a. Story of Sir Francis Drake
    - b. Story of Gilbert
    - c. Story of Raleigh's first colony
    - d. Story of Raleigh's "Lost Colony of Roanoke"
- C. Permanent Settlements in America
  1. John Smith and Jamestown
  2. Miles Standish and Plymouth
  3. Peter Stuyvesant and New Amsterdam
  4. Lord Baltimore and Maryland
  5. William Penn and Pennsylvania

6. Massachusetts
7. New Jersey
8. The Carolinas
9. Georgia

## HISTORICAL FICTION

MCNEIL, EVERETT—The Shadow of the Iroquois—Dutton.  
 MCNEIL, EVERETT—Tonty of the Iron Hand—Dutton.  
 JOHNSTON, MARY—To Have and to Hold—Gosset  
 BARBOUR, R. H.—Giles of the Mayflower—Appleton.  
 BENNETT, JOHN—Barnaby Lee—Founding of New York and Maryland—Century.  
 HALL, RUTH—The Golden Arrow—Roger Williams—Crowell.  
 OERTEL, T. E.—Jack Sutherland—Early Georgia—Crowell.

## NON-FICTION

CLARK, IMOGENE—Old Days and Old Ways—Crowell.  
 EARLE, E. M.—Child Life in Colonial Days—Macmillan.  
 GRAHAM, J. W.—William Penn—Stokes.

## CURRENT APPLICATIONS

1. The relationship of the following discoveries of this period to the present history of the United States: Haiti, Cuba, Isthmus of Panama, Philippines, Porto Rico, Honduras, the Virgin Islands.
2. The Great Armada, and the present sea power of Great Britain.
3. The first representative government on American soil—The Virginia House of Burgesses, 1619. Explain the present representative government in the United States.
4. The Mayflower Compact, 1620, the first instance of complete self-determination in our history. Discuss the growth of that instance in our present government.
5. William Penn was far in advance of his times. "At a time when scores of offenses were punishable by death in England, he made murder and treason the only capital crimes in his colony. Instead of filthy dungeons, Penn made his prisons work houses for the education and correction of malefactors." Discuss our present penal code and prison reforms.
6. The Zenger Trial in colonial New York helped to establish the freedom of the press. What clause in our constitution guarantees the freedom of the press today?
7. Compare colonial times and the present with references to:
  - a. Colonial occupations
  - b. Communication and travel

- e. Currency
  - d. Education
  - e. Books and Newspapers
  - f. The family life
8. Literature with this period as a back ground
- a. Longfellow—Courtship of Miles Standish—Hiawatha
  - b. Hawthorne—Twice Told Tales—New England
  - c. Washington Irving—Sketch Book—(Rip Van Winkle)
9. The Virginia and London Companies were stock companies. Explain the meaning of a modern stock company. What are stocks?

## ACTIVITIES, PROCEDURES, TECHNIQUES

### Suggestions

Use the stories of the adventure of Marco Polo and other early "commercial travelers" who were the "advance agents" of this period. There are many activities which are possible. As an example, dramatize the visit of one of the early adventurers to the court of an Oriental Potentate.

1. Summary sheet of the Period of Exploration, Colonization and Settlement

Name of outstanding explorer, conqueror or colonizer	Country represented	Place explored, conquered or settled, with dates

2. Prepare a map showing (1) the voyages and landing places of the early discoveries of America, (2)

of the colonial settlements in America—indicating from what European countries the colonists came and their reasons for settling where they did.

3. Prepare a dialogue or play concerning three English colonists, explaining why they left the mother country and why they settled in the colony in which they lived.

4. Complete the following chart:

Name of Colony	Settled when and founded by whom	For what purpose

5. Prepare a floor talk, a poem or a map illustrating the travels of (a) Marco Polo, (b) Magellan, (c) Cortez, (d) Vasco da Gama.

6. Divide the class into five or six committees and have each committee prepare and dramatize an outstanding episode in the life of William Penn. If any pupils have visited the Capitol at Harrisburg, have them tell of the Oakley picture—The Holy Experiment.

7. Develop similar activities around the following names and dates:

- a. Roger Williams
- b. Thomas Hooker
- c. John Davenport
- d. James Oglethorpe
- e. Bond servants
- f. Cartier
- g. LaSalle
- h. 1607, 1619, 1620, 1636, 1732



## Unit VIII

## The Growth of Autocratic Governments

## Purpose

*To understand how autocratic and in many cases despotic governments developed in Western Europe, and to see how this development was, in several ways, an improvement over feudalism.*

## STORY AND REFERENCES

- A. The Growth of Autocracy 17th and 18th centuries.
  - 1. Meaning of autocracy
- B. England
  - 1. James I
    - Divine Right of Kings
  - 2. Charles I
    - a. Petition of Right 1628
    - b. Civil War
  - 3. The Commonwealth
    - a. Oliver Cromwell
  - 4. The Restoration
    - a. Charles II
  - 5. James II
  - 6. The Glorious Revolution
    - a. William and Mary
    - b. Bill of Rights 1688
- C. France
  - 1. Louis XIII
  - 2. Richelieu
    - a. His Problems
    - b. The Huguenots
  - 3. Louis XIV
    - a. His court
    - b. His extravagance
    - c. Taxation
    - d. Absolute powers
    - e. War of the Spanish succession
- D. Prussia
  - 1. Story of Frederick the Great
  - 2. War of the Austrian succession
  - 3. The Seven Years War
  - 4. How these wars affected America and India
  - 5. Treaty of Paris
  - 6. Reforms of Frederick the Great
- E. Russia
  - 1. Peter the Great
  - 2. His problems
  - 3. His reforms
  - 4. Catherine II the Great
  - 5. Partition of Poland

## References

## HISTORICAL FICTION

CANAVAN, M. J.—Ben Comee—Macmillan.

CANAVAN, J. G.—Roger's Rangers — Fort Ticonderoga—Putnam.  
 DIX, B. M.—Hugh Gwyeth—Macmillan.  
 DIX, B. M.—Merrylips—Macmillan.  
 HENTY, G. A.—With Clive in India—Scribner.  
 HENTY, G. A.—With Wolfe in Canada—Scribner.  
 SEAWELL, M. E.—Gavin Hamilton (Frederick the Great)—Harpers.

## NON-FICTION

LANG, ANDREW—Tartan Tales—Longmans.  
 ROSS, ESTELLE—Oliver Cromwell—Stokes.  
 WEAVER, E. P.—The Book of Canada—Doubleday.

## CURRENT APPLICATIONS

1. In what way did Richelieu's method of trying offenders compare with the English Bill of Attainder? In what way did it differ from the English Habeas Corpus? Explanation—Under Richelieu, men accused of a political offense were denied a trial in the ordinary law courts, but were tried before special commissions appointed by the crown. What was the English Bill of Attainder and the Writ of Habeas Corpus? What does our constitution say concerning those two measures?

2. The Petition of Right declared first that no one should be compelled to supply the King with money except by order of Act of Parliament, second, that neither soldiers nor sailors should be quartered in private homes; third, that no one should be imprisoned or punished without due process of law. What reference is made to some of those provisions in our constitution? Explain them.

3. King James' Version of the Bible.

4. Persecutions and economic conditions affected migration to America. Explain how the above has affected our language, law, religion and other customs.

5. Influence of the Habeas Corpus Act of 1679 on our present life. Study this act.

6. Among other things the Bill of Rights 1688 forbade the king to levy taxes without the consent of Parliament. How does the above conform with the present "sole powers" of the House of Representatives in our Government? Study the "sole powers" in connection with this lesson.

7. World Literature.

- a. Hawthorne's Twice Told Tales
- b. Longfellow's Evangeline

- 8. What is the present political status of
  - a. Russia
  - b. Prussia
  - c. Poland
  - d. Austria
  - e. Canada

## ACTIVITIES, PROCEDURES, TECHNIQUES

## Suggestions

In this unit emphasize particularly the logical growth of strong central governments as Feudalism declined. Call attention to the echoes in America of the strife on the European Continent. Dramatize for the pupils the beginnings of the modern struggle for the "rights of man" which first assumed real importance in this period.

1. Name three great documents of English constitutional history and state the provisions of each.

Document	Provisions
1215	
1628	
1689	

2. List the problems of the following persons and indicate how these problems were solved.

Problems of Richelieu	How solved
1.	
2.	
3.	

Problems of Peter the Great	How Solved
1.	
2.	
3.	

3. Prepare a map of England, France, Prussia, Russia and Austria during this period and compare it with the present.

4. Prepare a floor talk, poem, story or cartoon on any one of the following subjects:

- a. England at the time of James I
- b. The Petition of Right
- c. Habeas Corpus Act
- d. Bill of Rights
- e. Rule of Richelieu
- f. The Court of Louis XIV
- g. The Reforms of Peter the Great
- h. Prussia under Frederick the Great
- i. The contributions of this period to our present life.

5. Prepare a Who's Who of this period consisting of not more than six persons; justify your selections.



## Unit IX

## The Struggle for Political Freedom

## Purpose

*To have pupils see the price that was paid for their present political freedom—  
and the necessity of being able to maintain our present civilization.*

## STORY AND REFERENCES

- A. Meaning of Democracy
- B. The American Revolution
  - 1. Causes
  - 2. Important events.
    - a. Boston Tea Party
    - b. Intolerable Acts
    - c. First Continental Congress — accomplishments
    - d. The Battles of Lexington and Concord
    - e. Second Continental Congress
      - (1) Accomplishments
    - f. The Declaration of Independence; Winter at Valley Forge; Saratoga; The French Alliance; Yorktown
  - 3. Important Persons
    - a. Washington
    - b. Daniel Morgan
    - c. Nathaniel Greene
    - d. Lafayette
    - e. Benjamin Franklin
    - f. Robert Morris
  - 4. Independence
  - 5. The Articles of Confederation
  - 6. The Constitution
- C. The French Revolution
  - 1. Causes
  - 2. The Estates General
  - 3. The Peaceful Revolution
  - 4. The Storming of the Bastille
  - 5. The Reign of Terror
  - 6. Reaction against the Reign of Terror
  - 7. France at war with Europe
- D. Napoleon Bonaparte
  - 1. His early life
  - 2. Bonaparte—as commander of the army of Italy
  - 3. As emperor
  - 4. His reforms
  - 5. Battle of Waterloo
  - 6. A prisoner on the island of St. Helena
- E. Congress of Vienna
  - 1. Leaders—Metternich
  - 2. How they changed the map of Europe

- F. Revolt of the Latin American countries
  - 1. The Monroe Doctrine
  - 2. Story of Simon Bolivar
- G. Germany
  - 1. The German Confederation
  - 2. Bismarck and Prussia
  - 3. The Franco-Prussian War
  - 4. A United Germany
- H. Italy
  - 1. Story of Mazzini and Young Italy
  - 2. Cavour
  - 3. Crimean War
  - 4. Victor Emmanuel
  - 5. Garibaldi

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 MASON, A. B.—Tom Strong—Washington's Scout—Holt.  
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 SEAMAN, A. H.—When A Cobbler Ruled The King—Macmillan.

## NON-FICTION

- JOHNSTON, R. M.—Napoleon—Holt.

## CURRENT APPLICATIONS

- 1. Compare the English idea of colonial rule during this period with her present attitude towards
  - a. Canada
  - b. Ireland
  - c. India
  - d. Australia
  - e. Africa (South)
- 2. Spirit of democracy spreads over the world.
- 3. Constitutions of the United States and France begin the precedents for written constitutions.
- 4. An explanation of the present cabinet form of government in England. Cabinet of England resigns when it cannot control Parliament and have its measures passed. This is necessary in order to control the House of Commons. Compare the cabinet and House of Representatives of the United States with the English cabinet and the House of Commons as to
  - a. Powers
  - b. Elections

5. Depreciation of American Colonial currency and the depreciation of assignments in France (1789). Compare the depreciation of American Colonial currency with the depreciation of currency in European countries following the World War. Secure some depreciated currency. What gives a paper dollar its value?

6. The dictatorship of central committee of Socialist Party in Russia in 1919 like that of Committee of Public Safety in France in 1793.

7. Battle of Jena in 1806 lays the foundation for Prussia's great military system in 1914.

8. World Literature.

a. Dickens' Tale of Two Cities (For advanced pupils)

b. Victor Hugo (Tell simplified story of Jean Val-jean)

9. Neutralization of small states as made in 1815 disregarded by Germany in 1914.

10. Concert of Europe under Quadruple Alliance to be later exemplified but for better purposes in the League of Nations. What nations are represented in the League of Nations?

11. Experimentation in time of war to offset the destruction of products formerly enjoyed by the nation in its commerce with other countries led during the French Revolution to

a. Manufacture of beet sugar

b. New process of dyes and in the World War to

a. Substitutes for wheat, bread and coffee

## ACTIVITIES, PROCEDURES, TECHNIQUES

### Suggestions

This unit covers the period in which the first substantial victories for democracy were achieved: the American and French revolutions. There is also the period of reaction in Europe following the Napoleonic Wars during which autocracy was everywhere triumphant.

1. Complete the following chart:

Important Events—American Revolutionary Period

Event	Date	Persons Involved	Significance

2. On a map of New York State draw an outline of the three-fold plan of the British in 1777.

3. Prepare a chart or draw a cartoon showing (1) the events that led to the American Revolution, (2) the weakness of our government under the Articles of Confederation.

4. On an outline map of Europe, show the changes made in the boundaries by the Congress of Vienna.

5. Important facts concerning the Latin American countries:

Name of country	Population	Principal Exports	Kind of Government	When Freedom was gained

6. Appoint committee and prepare a "Pageant of Liberty"—the scenes and episodes to be taken from the lives of persons or outstanding events of this period.

7. Write an essay or prepare a cartoon telling why Germany and Italy were backward in becoming national states.

8. What influence did Bismarck have in the unification of Germany? What influence did Mazzini, Garibaldi, Cavour and Victor Emmanuel have in the unification of Italy?

9. Give floor talks: (a) Comparing the present government of Germany with that organized by Bismarck after the Franco-Prussian War; (b) contrasting the present government of Italy with the government of Italy set up after the Franco-Prussian War.



## Unit X

## Changes Brought About by the Industrial Revolution

## Purpose

*To understand how our present complicated, political, economic and social life has been developed, and how this has brought about a world problem—calling for adjustments, and solutions far different from any problems faced by peoples of the past.*

## STORY AND REFERENCES

- A. The Old Methods of
  - 1. Farming
  - 2. Manufacture
  - 3. Travel
  - 4. Communication
- B. The Age of Steam
  - 1. Story of James Watt and the steam engine
  - 2. Story of the steamboat
    - a. John Fitch
    - b. Robert Fulton
  - 3. Story of the steam railway
    - a. Richard Trevithick
    - b. George Stephenson
  - 4. New Methods of spinning and weaving
    - a. Hargreaves
    - b. Kay
  - 5. Iron and steel
  - 6. Great inventions
    - a. The telegraph
    - b. The telephone
    - c. The automobile
    - d. The aeroplane
    - e. The radio
- C. Factory System
  - 1. Evils introduced
  - 2. Reforms
- D. Growth of Big Business
  - 1. Better methods of transportation and communication lead to a desire for:
    - a. Foreign markets
    - b. Raw materials
- E. Imperialism
  - 1. European countries "grab" territory in Africa, China and Oceania; so as to secure natural resources of those lands.
- F. European Countries in Africa
  - 1. England
  - 2. Germany
  - 3. France
  - 4. Italy
- G. European and Asiatic Countries in China
  - 1. England
  - 2. Germany

- 3. France
- 4. Russia
- 5. Japan—discuss modernization of Japan
- H. Nations in Oceania
  - 1. England
  - 2. United States
  - 3. Germany
  - 4. France
- I. Events leading to World Conflict
  - 1. Militarism
  - 2. Navalism
  - 3. Secret alliances—jealousies
  - 4. Desire for world markets
- J. Story of World War.
- K. Results of World War
  - 1. Versailles Treaty
  - 2. League of Nations
  - 3. Present world conditions

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- ATKINSON, MRS. ELEANOR—*Poilu—a dog of Roubaux*—World War—Harper.
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- HAINES, D. H.—*The Dragon Flies—Aviation in the war*—Houghton.
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- KNIPE, E. B. AND A. A.—*Vive La France*—Century.
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## NON-FICTION

- ROIT-WHEELER—*The Boys' book of the World War*—Lothrop, Lee & Shepard.
- THOMAS, LOWELL—*The Boys' life of Colonel Lawrence*—Century.

## CURRENT APPLICATIONS

- I. Modern methods of farming are due to the inventions of the Industrial Revolution.
  - a. Reaper
  - b. Binder
  - c. Tractor

2. The elimination of the early slum and tenement house districts resulting from the factory system and our modern tendency toward

a. Better housing conditions.

3. The work of James Watt, Fitch, Fulton and Stephenson influenced our modern methods of

a. Transportation and communication

b. Manufacturing

4. Electricity and its effect on our life today.

5. Explain how the revolution affected

a. Our economic life

(1) Labor saving machinery

(2) New occupations

(3) More time for leisure

(4) Conflicts between capital and labor

b. Political life

(1) Laws pertaining to

(a) Corporations and trusts

(b) Child labor

(c) Sanitary conditions

(d) Interstate commerce

(e) Protection of workers

c. Social life

(1) Effect of printing — amount of literature, daily news, etc.

(2) Movies, talkies

d. Educational life

(1) New professions

(2) Curriculum in public schools expanded

e. World interests linked closer together

(1) Radio

(2) Automobile

(3) Airplane

6. World Literature—The Wealth of Nations, Adam Smith—First book dealing with economics as a subject.

7. Explanation of stock companies. Ability to read and understand stock market page in our daily papers.

8. Socialistic ideas spread by Karl Marx influence present history of Russia.

## ACTIVITIES, PROCEDURES, TECHNIQUES

### Suggestions

Our point of view in this unit should be to show how the industrial revolution has gradually changed the life of man during the nineteenth and twentieth centuries and why it is moving more rapidly than ever today.

1. List ten great inventions and tell how they have effected human progress.

Invention	Effect
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. a. Compare a journey from Philadelphia, Pennsylvania, to San Francisco, California, in 1849 with a similar journey today. Use a map to indicate routes, (1) by land, (2) by water.

b. Contrast the methods of communication between the same points during 1870 and the present.

3. Compare methods for the following during the Colonial Period (Domestic System) with methods today (Industrial System)

	Factories	Agriculture	Markets	Sanitary Conditions	Home Life	Amusements
Domestic system						
Industrial system						

4. Prepare floor talks from the following references:

WADE, M. H.—The Wonder Workers—Little

WADE, M. H.—The Miracle Workers—Little

BRIDGES, T. C.—The Young Folks Book of Invention—Little

BACHMAN, F. P.—Great Inventors and Their Inventions—American

CLARK, IMOGEN—Old Days and Old Ways—Crowell

McFEE, INEZ—Stories of American Inventions—Crowell

VAN METER, T. W.—Trains, Tracks and Travel—Boardman

DARROW, F. L.—The Boy's Own Book of Great Inventions—Macmillan

5. How have the following inventions and discoveries affected life in your community:

a. Automobile

j. Piano

b. Aeroplane

k. Tractor

e. Electric light

l. Steam shovel

d. Telephone

m. Textile machinery

e. Radio

n. Electric washing machine

f. Ether

o. Electric sweeper

g. Chloroform

p. Sewing machine

h. Motion picture

i. Printing press

6. Prepare a map indicating (1) the territory claimed by the following countries in Africa: China, Oceanica and America in 1914; (2) what advantage (military, naval or economic) these territories had to the possessing nations.

7. Outline the three departments of the League of Nations and explain the duties of each department.

8. Prepare a chart which will indicate:

a. The things for which the United States is indebted to other nations in the realm of

1. Literature

2. Science and inventions

3. Educational ideas

4. Art

5. Painting

6. Food stuffs

7. Clothing
8. Building materials
9. Leisure

b. Show the things for which other nations are indebted to the United States.

9. Discuss any problems before the League of Nations today that have a direct bearing on the people of the United States.

10. The present status of China and Japan—their long isolation and recent advance—demands an intelligent understanding of the life and problems of those peoples.

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 NIDA—The Dawn of American History—Macmillan.  
 VAN LOON—Story of Mankind—Macmillan.  
 VOLLENTINE—The American People and their Old World Ancestors—Ginn.  
 WEST AND WEST—The New World's Foundations in the Old—Allyn.

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 BALDWIN, J.—Old Creek Stories—Amr. Bk.  
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BLUMER, H.—Home Life of the Ancient Greeks—Funk.  
 CHURCH—Helmet and Spear—Macmillan.  
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 CHURCH—Stories from English History—Macmillan.  
 CHURCH—Stories of Charlemagne—Macmillan.  
 CHURCH—Pictures from Greek Life and Story—Putnam.  
 CHURCH—Stories of the Old World—Ginn.  
 COFFMAN—Child's Story of the Human Race—Dodd, Mead.  
 GUERBER, H. A.—Story of the Greeks—Amr. Bk.  
 GUERBER, H. A.—Story of the Romans—Amr. Bk.  
 GUERBER, H. A.—Story of the English—Amr. Bk.  
 HAAREN, J. H. AND POLAND, A. B.—Famous Men of Ancient Times—Amr. Bk. Famous Men of Middle Ages—Amr. Bk.  
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     In the Days of William the Conqueror.  
     In the Days of Queen Elizabeth.  
     In the Days of Queen Victoria—Lothrop.



**HISTORY OF THE UNITED STATES****Outline**

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EZRA LEE  
SHIPLEY  
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COLLEGE  
PENNSYLVANIA

# GRADE EIGHT

## Unit I

### The Old World and the New

#### Purpose

*The purpose of this unit is to summarize for the pupil some of the contributions which have been made to present day civilization by other peoples and countries; to learn how the old world discovered and explored the new.*

#### STORY AND REFERENCES

- I. Our debt to the Ancients
- II. Our debt to the Medieval World
- III. Factors that caused the Commercial Revolution
- IV. Accidental discovery of America
- V. Discovery and exploration by European Nations
  - A. Spain
  - B. Portugal
  - C. England
  - D. France
  - E. Holland
  - F. Sweden
- VI. Description of the New World
  - A. Physical and climatic features
  - B. Resources
  - C. Inhabitants

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JOHNSTON, C. H. L.—Our Little Viking Cousins of Long Ago—L. C. Page and Co.  
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NIDA—Dawn of American History—Macmillan.  
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GUERBER—Story of Our Civilization—Holt.  
COULOMB, MCKINLEY, WHITE—What Europe gave to America—Scribner.  
HIGGINSON—Young Folks Book of American Explorers—Longmans.

#### CURRENT APPLICATIONS

- I. Our debt to early man
  - A. Early man contributed:
    - 1. Language
    - 2. Fire—cooking and comfort
    - 3. Bow and arrow, spear, knife, axe, and hatchet
    - 4. Domestication of plants
    - 5. Domestication of animals
    - 6. Pottery and basket-making
    - 7. Spinning and weaving
    - 8. Wooden huts and furniture
    - 9. Family organization
    - 10. Clans and tribes
    - 11. Private property
  - B. Egyptians contributed:
    - 1. Government
    - 2. Writing (hieroglyphics)
    - 3. Use of metals, glass-working, papermaking, pen and ink
    - 4. Geometry, surveying, astronomy, calendar
    - 5. Polytheistic religion; idea of immortality
    - 6. Literature
    - 7. Architecture; use of column
    - 8. Obelisk
    - 9. Sphinx
    - 10. Pyramid
    - 11. Canals
    - 12. Sail-boats
    - 13. Enameling
    - 14. Brick-making
    - 15. Wood-working
    - 16. Dyeing
    - 17. Autocracy
    - 18. Despotism
    - 19. Theory of the Divine right of Kings
    - 20. Pulley
    - 21. Lever
    - 22. Inclined plane
  - C. Babylonians, Hittites and Assyrians:
    - 1. Cuneiform writing of Sumerians
    - 2. Use of wheel of Sumerians
    - 3. Hammurabi's code of law (oldest in existence)

4. Use of arch
  5. Making of bricks
  6. Sculpturing
  7. Painting
  8. Astronomy
  9. System of weights and measures
  10. Duodemical system
  11. Decimal system
  12. Despotism
  13. Paternalism
  14. Plutocracy
  15. Monarchy
  16. War weapons and chariots
  17. Imperial ideas and organization
  18. Library
  19. Literature (epic of Gilgamesh)
  20. Use of iron weapons
- D. Hebrews:
1. Literature of Old Testament
  2. Monothesim—worship of one God
  3. Mosaic Code
  4. Patriarchal system
  5. Architecture
  6. Traditions (Genesis)
  7. St. Paul and beginning of Christianity
- E. Phoenicians
1. Alphabet and commerce
  2. Ships
  3. Tyrrhenian dye (purple)
- F. Greeks
1. Idea of democracy (pure or direct)
  2. Literature
  3. Philosophy
  4. First historians
  5. First dramatists
  6. Architecture
  7. Painting
  8. Sculpturing
  9. Poetry
  10. Military science (phalanx)
  11. Music
  12. Oratory
  13. Arithmetic
  14. Medicine
  15. Geometry
  16. Astronomy
  17. Education (formal)
  18. Gymnastics
  19. Athletics
  20. Olympic games
  21. Religion
  22. Philology
  23. Etymology
  24. Columns (Doric, Corinthian and Ionic)
  25. Science
  26. Legends and myths
- G. Romans
1. Law
  2. Government
  3. Engineering
  4. Roads
  5. Viaducts and bridges
  6. Architecture
  7. Use of concrete
  8. Forums
  9. Basilicas
  10. Public baths
  11. Literature
  12. Sculpturing
  13. Codes of law (Justinian's Code)
  14. Triremes
  15. Quinqueremes
  16. Spread of Christianity
  17. Poetry
  18. Historical writings
  19. Military science
  20. Imperial organization
  21. City life
11. Our debt to the Medieval world
- A. Art and artists like Raphael, Michelangelo, Leonardo da Vinci, Van Dyke, Titian, Albrecht Dürer.
- B. Literature — legends like Nibelungenlied; Stories of Arthur; Dante, Cervantes, Machiavelli, Chaucer, Froissart, Boccaccio, Petrarch, Roger Bacon, Wycliffe, Erasmus, More, Galileo, Shakespeare, Marlowe, Spencer, Kidd, Hobbs, Francis Bacon.
- C. Scientific contributions—compass, astrolabe, portolani, gunpowder, lens, spectacles, telescope, microscopes, cheap method of making paper, printing press, books.
- D. Education—medieval universities, recovery of Greek and Latin with beginning of classical courses, chivalry, stressing ideals of courage, loyalty, fidelity, honesty, etc.
- E. Economic—manor system, revival of trade, trade guilds, stressing dignity of labor, towns and town life, banking and credit instruments, origin of names like: Baker, Taylor, Cooper, Shoemaker and Smiths in general; international commerce, fairs, pound sterling, "fair" price.
- F. Government — beginning of nations, rise of middle class, representative government (Parliament) growing out of Magna Carta, trial by jury and writ of habeas corpus growing out of Magna Carta.
- III. Commercial age introduced the use of and settlement around the oceans, in addition to rivers and inland seas.
- IV. A. Nomenclature—naming of Spanish Main, Porto Rico, America, Santo Domingo, Virginia, Louisiana, preserved in the state by that name, New England, Lake Champlain, Florida, Lachine Rapids, St. Lawrence, Philipines, St. Augustine, Newfoundland, San Salvador, South Seas, Pacific Ocean, Santa Fe Railroad, Dutch occupation of New York as indicated by use of term Bowery (Dutch for farm); also Knickerbocker, Dutch stoops, old names like Schuyler, Roosevelt, Vanderbilt.



- B. Miscellaneous — Columbus' voyage of 1492 merged the existence of two hemispheres, paved way for establishment of Spanish in South America.

Magellan's voyage proved sphericity of earth and increased geographical knowledge.

Vasco da Gama — first circumnavigation of Africa in modern times—first all sea route to India.

Cabot's voyage 1497 — basis of England's claim to North America.

The relationship of the Papal line of demarcation to the fact that today Portuguese is spoken in Brazil and Spanish in all other countries of Central and South America.

Traces of the French occupation of Canada linger in the French patois spoken in Quebec province, while the stupendous results of the French and Indian War (or Seven Years' War) are indicated by the supremacy of the English language in the North American continent.

## ACTIVITIES, PROCEDURES, TECHNIQUES

### Suggestions

In introducing this unit the teacher may well bring together pictures and museum materials which indicate the contributions made by other civilizations to present day life. It may also be motivated by having the pupils attempt to discover these contributions and to trace them to their early origins.

The connecting link between the old world civilizations and the new world was the discovery of America by Columbus in 1492. It is essential that the pupils realize the importance of this discovery and what it meant both to the development of America and to the old world. Around this important event may well be built reading assignments, dramatizations, cartoons and other activities.

The activities listed in column three are suggestive only. They illustrate the kinds of learning exercises which will help the pupils reach the unit objective. No teacher will expect every pupil to participate in all of the activities. By making individual and group assignments the teacher can organize the study of the unit to meet individual abilities, capacities, and experiences.

#### I. Suggested topics for floor talks

- A. How the Crusades influenced discovery of America.
- B. How the Renaissance influenced discovery of America.
- C. Knowledge of world geography before discovery by Columbus.
- D. Story of Columbus.
- E. The significance of the work of the Spanish Conquerors.
- F. The importance of the French Explorers and Missionaries in establishing French claims.

- G. The significant results of the activities of Cabot.
- H. The significant results of the activities of Elizabethan Sea Dogs.
- I. The accidental nature of the discovery of America.
- J. How the Turks influenced the discovery of America.
- K. The epoch-making significance of the voyage of Columbus.
- L. Trace the influence of the Swedes in early Pennsylvania history as a result of the early Swedish settlements on the lower Delaware river and around Philadelphia.

#### II. Map Work.

- A. On an outline map of the world draw the known world in 1492; insert the medieval trade routes and the voyages of the great discoveries of the fifteenth and sixteenth centuries.
- B. On an outline map of North America indicate those physical features which make easier the discovery and exploration of North America; label the principal resources of that time on the map and some of the chief Indian tribes.

#### III. Recapitulation Chart

Explorer	Country Represented	Extent of Exploration	Significance of Exploration

- IV. Construction of time line 1066-1588, stressing the political, economic and social significance of the following dates: 1066, 1453, 1492, 1497, 1498, 1519, 1588.

#### V. Dramatization

1. Dramatize Columbus' plea for assistance at the Court of Ferdinand and Isabella.
3. Dramatize Columbus' departure to find a shorter route to the East Indies.
3. Dramatize Columbus' arrival on one of the Bahama Islands.

#### VI. Cartoons

Suggested cartoon for this period—Represent Europe as a tea-pot which is boiling over. Let the tea pouring forth divide into four or five streams to indicate the voyages sponsored by various European maritime nations—England, Spain, France, Portugal, Holland, Sweden.

- VII. Imagine yourself a cabin-boy on the Nina, Pinta, or Santa Maria and that you are keeping a diary of the outstanding events of Columbus' first voyage.

## Unit II

## Expansion of the Old World Into the New and the Ensuing Struggle for the Possession of North America

### Purpose

*To learn why the peoples from different nations left their homes in Europe to settle in the new world; how colonial empires with European backgrounds developed and caused struggles between nations for colonial supremacy. The teacher will attempt to show how first Sweden was eliminated from North America by Holland, Holland by Great Britain, and finally France by Great Britain, as a result of the Seven Years' War, leaving England master of the North American Continent.*

### STORY AND REFERENCES

- I. Motives for Colonization
  - A. Economic
  - B. Religious
  - C. Political
  - D. Social
- II. Spanish Colonization in North America
  - A. Founding of St. Augustine
- III. English Colonization in America
  - A. Review of the settlement of the thirteen original colonies
  - B. The political, economic, and social characteristics of these colonies
- IV. French Colonization in North America
  - A. Region colonized by France
  - B. Types of French Colonists
  - C. Comparison of French and English Colonization
- V. The Struggle for Colonial Empire
  - A. England and France final contenders for North America
  - B. The three great inter-colonial wars
  - C. Fourth great inter-colonial war — French and Indian
    - I. First treaty of Paris 1763.

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### CURRENT APPLICATIONS

1. Beginning of the idea of representative government in America—House of Burgesses 1619.
2. Institution of slavery started in North America—basis of our present negro population—1930 census 10 per cent plus.
3. Mayflower Compact — 1620 — ideal of self government.
4. Present cultural background — largely English—as well as our language inheritance.
5. Puritan attitude and meaning of term "Puritanical."
6. Ideal of religious toleration exemplified in Rhode Island and Maryland.
7. Beginning of higher (college) education 1636 stressing training for the church.
8. Beginning of public school education (Massachusetts Education Law) 1649.
9. Ideal of constitutional government in America—Fundamental orders of Connecticut—1639.
10. Beginning of observance of Thanksgiving.
11. Transference of English common law to America.
12. Institution of town government, township government, and county government in America.
13. Colonial charters as basis, in part of later state constitutions.
14. Roger Williams founder of Baptist Church.
15. Colonial period laid basis for Pennsylvania German population of Pennsylvania (Old world origin of Pennsylvania Germans in the German Palatinate).
16. Beginning of western movement with Thomas Hooker.

17. Beginning of newspapers and magazines.
18. Literary beginnings. (Bay Psalm Book.)
19. Economic ideas such as balance of trade.
20. Zenger's trial and the ideal of freedom of the press.
21. Colonial period developed initiative, self-reliance, and a liberty-loving people.
22. Colonial period witnessed naming of many places—names still used: Carlisle, Dauphin, Pennsylvania, Philadelphia, Pittsburgh, Lancaster, York, Maryland, Carolina, Georgia, Boston, Salem, New Jersey, New York, Charlestown, James River, Delaware, New London, New Haven, Hartford, Albany, Lake George, New Hampshire, Maine, Providence, Massachusetts, Susquehanna, etc.
23. French and Indian War established English in Canada and Eastern North America.
24. Naming of Pittsburgh after Wm. Pitt, British minister.

## ACTIVITIES, PROCEDURES, TECHNIQUES

### Suggestions

Through procedures and activities adapted to the needs of the local classroom, pupils should be led to discover the forces at work in the expansion of the old world into the new.

Insofar as local history is concerned, the opportunities in this unit for relating the work to local communities in Pennsylvania and to the State as a whole are many.

#### I. Suggested topics for floor talks

- A. Why the colonists came to America.
- B. Story of the Pilgrims.
- C. Story of the Quakers.
- D. Social life in Pennsylvania.
- E. Colony of Pennsylvania as our first melting pot.
- F. Contrast the social life in a New England town with that of a southern plantation.
- G. How our colonial forefathers gained a living in New England and in the south.
- H. Contrast the French and English colonial systems socially, economically, and politically.
- I. Causes and results of French and Indian War.
- J. The strategic importance of western Pennsylvania in the French and Indian War, stressing the part played by George Washington and making a study of the strategy as it revolved about Forts Le Boeuf, Venango and Necessity.
- K. What part did the Pennsylvania Germans play in building up the Keystone State—stress their various contributions.
- L. Describe Penn's "Framework of Government" in all its phases.

- M. Show how Franklin, a Pennsylvanian by choice, helped pave the way for colonial union with the Albany Plan in 1754.
- N. A comparison of the colonial policies of Spain, France, and England in the New World, as to motives, extent, and results.
- O. The rapid growth of the Massachusetts Bay Colony 1630-1640.
- P. The rapid growth of the Virginia Colony 1650-1660.

#### II. Map Work

- A. On a map of North America show the five nations with colonies in 1638; on a second map show the nations with colonies after 1664; on a third map show the nations interested in North America 1713; on a fourth map show those nations in North America 1763.
- B. Make an ethnological (race) map of Pennsylvania as far as the Susquehanna river; locating such groups as the Mennonites, Dunkards, Scotch-Irish, Quakers, etc.

#### III. Charts

##### Project I

Fill in the following chart comparing the English, French, Dutch and Spanish colonial policies according to four points listed at the left.

	English	French	Spanish	Dutch
Motives of Settlement				
Economic Activities				
Nature of Home Government Control				
Social Status of Colonists				

##### Project II

List the thirteen original colonies and fill in the following facts about each in 1733.

Date of Settlement	Nature of Government	Type of Colonists	Other interesting facts
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			



IV. Construction of time line stressing the political, economic and social significance of the following dates: 1607, 1619, 1620, 1636, 1649, 1664, 1682, 1733, 1754, 1763.

V. Dramatization

1. Organize class into the House of Burgesses and discuss some of the problems of the pioneers at Jamestown.
2. Organize class into the group of pilgrims aboard the Mayflower to prepare the Mayflower compact.

VI. Cartoons

Make a drawing to illustrate a pioneer settlement like that of Jamestown.

VII. Imagine a New England boy visiting some Pennsylvania community of the colonial period and writing a letter to his parents describing some Pennsylvania customs and habits.

## Unit III

## Severance of Political Ties with the Old World

## Purpose

*To learn why the English colonies broke away from the mother country and to show the sacrifices made by the colonists in gaining independence.*

## STORY AND REFERENCES

- I. Colonies before the Revolution
  - A. Factors hindering colonial unity
  - B. Factors promoting colonial unity.
  - C. Efforts toward union
    - 1. New England Confederation
    - 2. Albany Plan of Union 1754.
- II. Events causing the Revolution
  - A. Navigation Acts—1651-1663
  - B. Sugar Acts—1733-1764
  - C. Change in colonial policy after 1763
  - D. Grenville's program
  - E. Stamp Act 1765
  - F. Townshend Acts 1767
  - G. Intolerable Acts 1774
- III. Sympathetic attitude of British Statesmen
  - A. Pitt
  - B. Burke
  - C. Fox
- IV. Resistance of Colonies
  - A. Resistance to Stamp Act
  - B. Boston Massacre
  - C. Committee of Correspondence
  - D. Boston Tea Party
  - E. First Continental Congress
- V. War for Independence
  - A. Beginning of the War
  - B. Desire for independence—Declaration
  - C. Steps in the conflict
    - 1. War in the north
    - 2. Saratoga and French aid
    - 3. War in middle states
    - 4. War in the south
    - 5. War in the northwest
    - 6. Navy in the war
  - D. Financing the war
  - E. Surrender of Cornwallis 1781
  - F. Second treaty of Paris 1783
  - G. Summary of results

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 ROOSEVELT AND LODGE—Hero Stories from American History—Century.  
 TAPPAN, E. M.—American Hero Stories—Houghton, Mifflin.

## CURRENT APPLICATIONS

- I. Colonies before the Revolution
  - A. Idea that colonies existed for mother country's advantage.
  - B. Similarity of language promoted feeling of unity.
  - C. British common law a factor in promoting unity.
  - D. Immemorial rights of Englishmen as a factor promoting colonial unity.
    - 1. Trial by jury
    - 2. Habeas corpus
    - 3. Right of petition
    - 4. Right of assembly
  - E. These early congresses and confederations, the foundation of present unity.
- II. Events causing the Revolution
  - A. Idea of favorable balance of trade growing out of mercantile theory of commerce.
  - B. Quartering of troops, one of intolerable acts, led to an amendment to the Federal Constitution.
  - C. Writs of Assistance led to amendment to the Federal Constitution about search and seizure.
  - D. Right of a people to have a militia.
  - E. Idea of no taxation without representation.
- III. Burke's speech on conciliation with America as a factor in promoting better Anglo-American feeling.

- IV. First Continental Congress, a stepping stone to independence.
- V. Declaration of Independence — and the doctrines that grew out of it.
  - A. All men are born equal.
  - B. All men are endowed with certain inalienable rights such as life, liberty, pursuit of happiness.
  - C. Right of people to revolt if government becomes destructive of these ends.
  - D. Governments long established should not be changed for light and transient causes.
- VI.
  - A. American revolution as an inspiration for other revolutionary movements like the French, Greek, Latin-American, etc.
  - B. Beginning of American military traditions like Valley Forge.
  - C. Beginning of American navy and naval traditions with John Paul Jones and others.
  - D. Historical allusions—"Not worth a continental," "Lafayette, we are here," "If we don't hang together, we'll all hang separately," "Now our grievances are all redressed," "If this be treason, make the most of it," "No taxation without representation," "I regret that I have but one life to give for my country."
  - E. State governments originated with the Declaration of Independence.
  - F. Appreciation of French aid during American revolution a factor in causing us to sympathize and enlist with the allies during World War.
- E. Political and Moral effect of Declaration of Independence.
- F. Why Saratoga is considered a decisive battle.
- G. Estimate achievements of John Adams, James Otis, Patrick Henry, Samuel Adams, Thomas Paine, Benjamin Franklin, Thomas Jefferson, George Washington.
- H. Talks on Bunker Hill, Long Island, Valley Forge, Princeton, Trenton, King's Mountain, Yorktown, Vincennes, Bon Homme Richard vs. Serapis.
- I. Services of Lafayette, Von Steuben, DeKalb, Pulaski, Kosciusko, DeGrasse, Rochambeau.
- J. Colonial attempts at union before the Revolution.
- K. Distinction between loyalists, neutrals and patriots.
- L. Effects of French and Indian War on American Revolution.
- M. Changed status of British Parliament as a factor in causing the American Revolution.
- N. No taxation without representation.
- O. The reasons for the changed attitude of the colonists regarding independence after 1775.
- P. Distinguish between the political, economic and social causes of the American Revolution.
- Q. The American Revolution as a phase of a World War.
- R. Discuss important Pennsylvania battles and camp sites.
- S. Discuss the part played by Pennsylvania in the Revolutionary War.
- T. Benjamin Franklin as Colonial Post Master General.

## ACTIVITIES, PROCEDURES, TECHNIQUES

### Suggestions

The central idea of Unit III is the severance of political ties with the old world. In order to develop this idea, the teacher may group the material around the suggested activities that have been indicated below. A study of the early heroes in American History provides many opportunities for developing character traits.

#### I. Suggested topics for floor talks

- A. Discussion on mercantile theory of commerce.
- B. Contrast Navigation and Trade Acts. Chapter XVI America In the Making—Chadsey, Weinberg, Miller.
- C. Why England changed her colonial policy 1764.
- D. The Rights of Englishmen.

#### II. Map work

- A. Show on a map the three fold plan of Burgoyne's campaign which ended at Saratoga.
- B. Show on a map the Brandywine-Germantown campaign locating also Valley Forge, Morristown, Trenton, and Princeton.

#### III. Charts

##### Project I

Make a chart, showing the events and acts that led to the American Revolution.

or

##### Project II

Give the Acts of Parliament which led to the American Revolution



Name of Act	When Passed	Explanation of Act	Who Opposed it in England	Who Opposed it in America	Results of Act in America
1.					
2.					
3.					
4.					
5.					
6.					
etc.					

IV. A. Arrange the following events chronologically:

1. Stamp Act
2. Lexington
3. Declaration of Independence
4. Grenville Program
5. First Continental Congress
6. Townshend Acts
7. Intolerable Acts
8. Battle of Saratoga

9. Second Treaty of Paris

10. Boston Tea Party

11. Boston Massacre

B. Know the significance of the following dates:

December 1773

April 1775

July 1776

October 1777

February 1778

October 1781

1783

V. Dramatization

1. Dramatize signing of Declaration.
2. Surrender of Cornwallis.
3. Second Continental Congress.

VI. Cartoons

1. Represent Boston Tea Party by cartoon.
2. Declaration of Independence.

VII. Imagine a representative of some colonial newspaper visiting Valley Forge and describing the hardships and sufferings of Washington and his men 1777-1778.

## Unit IV

## Establishment and Development of a New Nation

## Purpose

*To study the Articles of Confederation and their weaknesses which led to the formulation of the new constitution; to learn of some of the important decisions which strengthened the constitution and rendered it more flexible and to see how the new government succeeded under the new constitution.*

## STORY AND REFERENCES

- |   |   |
|---|---|
| <p>I. The Critical Period 1781-1787</p> <p>A. Domestic problems</p> <p>B. Foreign problems</p> <p>II. Steps in formation of a more perfect union</p> <p>A. Mount Vernon conference</p> <p>B. Annapolis conference</p> <p>C. Constitutional convention May 1787</p> <p>1. Proceedings of the convention</p> <p>a. Problems before the convention</p> <p>b. Major compromise</p> <p>c. Minor compromises</p> <p>d. Adoption of Constitution by convention.</p> <p>e. Fight over ratification in state legislatures</p> <p>III. Starting a new government</p> <p>A. Organization</p> <p>B. Washington's administration</p> <p>1. Domestic problems of his administration</p> <p>a. Finance</p> <p>b. United States Bank</p> <p>c. Tariff</p> <p>d. Taxation</p> <p>2. Foreign problems</p> <p>a. Foreign war debt</p> <p>b. Foreign recognition</p> <p>C. Origin of political parties</p> <p>1. Causes of political differences</p> <p>2. First leaders</p> <p>D. Adams' administration</p> <p>1. Foreign problems</p> <p>2. Domestic difficulties</p> <p>E. Jefferson's administration</p> <p>1. Jeffersonian democracy</p> <p>2. Louisiana purchase 1803</p> <p>a. Importance to United States</p> <p>b. Its purchase</p> <p>c. Significance of purchase</p> <p>3. Lewis and Clark expedition</p> <p>a. Its purpose</p> <p>b. Its significance</p> <p>4. Foreign imbroglios</p> <p>F. Madison's administration</p> <p>1. War of 1812</p> | <p>a. Causes</p> <p>b. Events on land and sea</p> <p>c. Treaty of Ghent</p> <p>d. Results of war</p> <p>(1) Economic</p> <p>(2) Social</p> <p>(3) Political</p> <p>2. Chartering second United States bank</p> <p>3. Tariff changes</p> <p>G. Monroe's era of good feeling</p> <p>1. Pronouncement of Monroe Doctrine</p> <p>a. Events leading to its pronouncement</p> <p>b. Significance for future foreign relations</p> <p>H. Industrial development in United States</p> <p>1. Influence of English Industrial Revolution on America</p> <p>2. Beginning of factory system in America</p> <p>3. Improvement in transportation</p> <p>a. Roads</p> <p>b. Canals</p> <p>I. Settlement of the west</p> <p>1. Eastern states surrender western claims</p> <p>2. Three gateways to the west</p> <p>3. Settlement of old southwest</p> <p>4. Organization of old northwest</p> <p>a. Northwest ordinance</p> <p>5. Pioneer life</p> <p>a. Economic life</p> <p>b. Social life</p> <p>c. Political ideals</p> |
|---|---|

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BARSTOW—Westward Movement—Century.  
TAPPAN, E. M.—Story of Our Constitution—Lothrop.

#### CURRENT APPLICATIONS

- I. A. Colonial Charters served in part as a pattern for Articles of Confederation.
- B. Articles of Confederation as a stepping stone for present constitution.
- C. Northwest Ordinance establishing precedents by provisions against slavery and for public education and the land grants; also for future policy in governing creation of territories by United States.
- II. A. Federal Constitution a model for state constitutions made subsequent to 1787.
- B. Federal constitution provided for free trade among the states.
- C. First amendment to constitution provided for separation of church and state.
- D. Immemorial rights of Englishmen preserved in the first ten amendments including freedom of speech, no quartering of troops, trial by jury, writ of habeas corpus, freedom from unlawful search and seizures, etc.
- E. The Constitution as the supreme law of the nation plus the laws of Congress made in pursuance thereof.
- F. Right of the Supreme Court to pass upon the constitutionality of laws.
- G. Treaty making power vested in president and Senate.
- III. A. Origin of political parties in United States.
- B. Origin of cabinet in United States.
- C. Origin of precedent of no third term for the president.
- D. Method of electing president.
- E. Lame duck congress.
- F. Influence of Washington's Farewell Address on our attempts to avoid entangling alliances.
- G. Alien and Sedition acts and question of freedom of speech and press.
- H. Kentucky and Virginia resolutions and origin of doctrine of State's Rights.
- I. Louisiana purchase opened vast territories and aided our material development.
- J. Allusions — Millions for defense, not one cent for tribute; no, no, not a shilling; don't give up the ship. We have met the enemy and they are ours.
- K. Location of national capital at Washington—its naming and its planning.

- L. Our National anthem—The Star Spangled Banner—growing out of an incident of war of 1812.
- M. Theory or doctrine of implied powers established by decision in the McCulloch vs. Maryland case.
- N. Rounding out territory east of Mississippi by acquiring Florida 1819.
- O. Monroe Doctrine the guiding influence in our Latin American relations.
- P. Persistence of the Jeffersonian ideals of democracy, particularly his faith in "the masses."
- Q. Jefferson's contribution to cause of higher education—founding of the University of Virginia.

#### ACTIVITIES, PROCEDURES, TECHNIQUES

##### Suggestions

The pupil should be led to see that the calling of the Constitutional Convention was a result of economic disputes involving a number of the colonies, one of which was Pennsylvania. Because of the fact that the Constitutional Convention was held in Philadelphia at Independence Hall, it is possible to relate this unit very definitely to Pennsylvania history. Each school should have a copy of the constitution as well as pictures relating to the activities of the convention. There are many interesting incidents in connection with the convention. Helpful suggestions may be found in "Training in Citizenship" by R. W. Hatch, page 174. The convention may be dramatized and individuals representing the leading delegates may present in speeches the points of view of some of the leaders.

For junior high school pupils a simple treatise on the constitution is Hagedorn "Ten Dreams of Zack Peters," Winston Publishing Company. These and other materials are suitable for dramatization. As one of the culminating activities of this unit the pupil should be led to see the importance of the constitution and to know something of the part which it has played in the development of democracy. The pupil should also understand that the constitution is a growing and changing instrument which can be adapted to meet new conditions and new needs.

- I. Suggested topics for floor talks
  - A. Weaknesses of the Articles of Confederation.
  - B. Economic, political, and social conditions of the Critical Period.
  - C. Purpose, membership, and organization of Constitutional Convention 1787.
  - D. Various plans for a government and the great compromise.
  - E. Minor compromises.
  - F. Hamilton's services as first secretary of the Treasury.
  - G. Washington's policy of neutrality.



- H. X. Y. Z. affair and our naval war with France.
- I. Jefferson's ideal of democracy.
- J. Significance of Louisiana purchase.
- K. Significance of Northwest Ordinance 1787.
- L. Analysis of Monroe Doctrine and its purpose.
- M. On Franklin's many-sidedness.
- N. The groups that favored and the groups that opposed the ratification of the Constitution.
- O. The effect of the crushing of the Whiskey Rebellion in Pennsylvania upon the new government.
- P. The advice given by Washington in his Farewell Address.
- Q. The effect of the Alien and Sedition Acts.
- R. The significance of the Kentucky and Virginia Resolutions.
- S. The reasons why we became involved in European affairs as early as Adams' and Jefferson's Administrations.
- T. Causes of War of 1812.
- U. Results of the War of 1812.
- V. Rise of factory system in United States after War of 1812.
- W. Westward migration after War of 1812.

## II. Map Work

- A. Sketch the original northwest territory and label the states covered in whole or in part.
- B. On a map of United States show what is meant by the old southwest.
- C. On a map of United States color original territory acquired in 1783 with acquisitions of 1803 and 1819—use three shades.

## III. Charts

### Project I

#### 1. Comparison of

Articles of Confederation	United States Constitution
List the weak points of the Articles of Confederation	How these weaknesses were corrected in the Constitution
1.	
2.	
3.	
4.	

### Project II

#### Constitution

1. Classification of Constitutions and advantages of each

- a. Unwritten constitution—example.
- b. Written constitution—example.

## 2. Analysis of Constitution.

Preamble	
Its purpose	
Framework of Government	
How divided	
List departments	
Division of powers	
Kinds and examples	
1. Expressed	
2. Implied	
3. Reserved or Residual	
4. Concurrent	
Method of amending	
State and explain the two ways of amending	
Which is most used and why?	
Bill of Rights	
Its historical background	
Its purpose	
How do political parties aid the Constitution to function?	

## IV. Dramatization

1. Dramatize the proceedings of the Constitutional Convention 1787.

## V. Cartoons

1. Draw a cartoon showing the weaknesses of the Articles of Confederation.
2. Draw another cartoon depicting how these weaknesses of the articles were strengthened by the Constitution.

- VI. Have some pupils, after making proper research, write editorials on real motives of United States in War of 1812.

## Unit V

Territorial Expansion: Sectional Antagonisms and the  
Slavery Controversy

## Purpose

*To learn how the United States expanded territorially; how this expansion became involved with the slavery question and thus developed sectional distrust and antagonism.*

## STORY AND REFERENCES

- I. Jacksonian democracy
  - A. Election of Jackson
  - B. Jacksonian democracy
  - C. The spoils system
  - D. Tariff controversy and nullification
    1. Definition of tariff
    2. Tariff for revenue vs. tariff for protection
    3. Brief history of tariff 1790-1816
    4. Tariff Bills of 1816-1824
    5. Tariff of abominations 1828
      - a. Effect of tariff on southern sentiment
      - b. Calhoun's exposition and protest
      - c. Webster-Hayne debate
      - d. State's Rights theory
    6. Tariff of 1832
      - a. South Carolina's Act of Nullification
      - b. Jackson's summary answer to nullification
    7. Henry Clay's compromise tariff—1833
  - E. Jackson's war on second United States Bank
    1. Why he opposed the bank
    2. Political campaign of 1832
    3. Jackson's triumph over the bank
    4. Financial effects of his policy
      - a. Increased number of state banks
      - b. Pet banks given government funds
  - F. Financial questions arising as a result of
    1. Increased speculation in western lands
    2. Surplus revenue
    3. Payment of national debt by 1835
    4. Specie circular act of 1836
  - G. Election of Martin Van Buren 1836
    1. Panic of 1837
    2. Establishment of sub-treasury system
- II. Revival of slavery question
  - A. Brief history of slavery 1619-1775
    1. Introduction of slavery 1619
    2. Triangular voyage
  - B. Colonial attitude toward slavery
  - C. Constitutional compromise on slavery
  - D. Change in attitude on slavery 1800
    1. Northern attitude
    2. Southern attitude
    3. Influence of cotton gin
      - a. Slavery fastened in south
  - E. Missouri Compromise of 1820
  - F. Slavery in Congress and the Gag Resolution
  - G. Anti-slavery agitation as shown in
    1. More radical abolitionist movement
    2. Less radical anti-slavery movement
    3. Leaders of each group
    4. Formation of abolitionist societies
    5. Formation of anti-slavery societies
    6. Influence of pulpit and press
    7. New parties that resulted
      - a. Liberty party 1840-1844
      - b. Free-soil party 1848
- III. Territorial gains
  - A. Campaign of 1840
  - B. Webster-Ashburton treaty 1842
  - C. Brief survey of Texan history to 1836
  - D. Texas achieves independence
  - E. Campaign of 1844
  - F. Annexation of Texas 1845
  - G. Oregon question and its settlement
  - H. Mexican war
    1. Causes
    2. Campaigns
    3. Results
    4. Territorial gains 1848
  - I. Gadsden purchase
  - J. Review territorial expansion of United States
    1. 1783-1853
- IV. Social life 1828-1860
  - A. Dress, customs, and home life
  - B. Education and religion
    1. The Pennsylvania School Law of 1834
  - C. Literature and art
  - D. Science
- V. Territorial expansion intensifies slavery controversy
  - A. Campaign of 1848
  - B. Opposing views about extension of slavery
    1. Wilmot proviso
    2. Calhoun-Davis doctrine

- 3. Douglas' advocacy of Popular Sovereignty
- C. Effect of discovery of gold on California
- D. Compromise of 1850
  - 1. Effect of various provisions on North and South
  - 2. Growth of section feeling
  - 3. Fugitive slave law and underground railroad
- E. Campaign of 1852
- F. Passing of Clay, Calhoun, Webster, and the Whig party
- G. Influence of literature on slavery question
- H. Kansas-Nebraska bill
- I. Struggle in Kansas
- J. Campaign of 1856
- K. Dred Scott decision—obiter dictum
- L. Lincoln-Douglas debates—their importance
- M. John Brown's raid on Harper's Ferry
- N. Campaign of 1860—resulting in secession

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- KALER, J. O.—Anton of Oregon—American Book Co.
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- BROOKS, E. C.—Story of Corn and Westward Migration—Rand McNally.
- HEBARD, G. R.—Pathbreakers from River to Ocean—University Publishing Co.
- SPARKS, E. E.—Expansion of the American People—Scott.

### CURRENT APPLICATIONS

- I. A. Extension of popular franchise by abolishing religious and property qualifications.
- B. Beginning of spoils system—still adhered to in local and state governments.
- C. Governmental procedure later democratized by influence of democratic west — c. f. initiative, referendum, and recall.
- D. Literature contributions growing out of controversies—Bigelow Papers of Lowell on

Mexican War and Uncle Tom's Cabin on slavery.

- E. Pamphlets like the Liberator—forerunner of Crusading magazines of today.
- F. Question of States' Rights—though settled in its most important aspects—still remains an issue in our government.
- G. Beginning of railroads.
- H. First presidential nominating conventions 1831-1832, still a part of our election machinery — also beginning of party platforms.
- I. McCormick's reaper, Howe's sewing machine, Morse's telegraph, Hoe's Rotary printing press, The Great Western, an early transatlantic liner. Oil in Pennsylvania 1859. (Oil City). Development of anthracite coal and iron industry in Pennsylvania.
- J. Strengthening our literary heritage; Washington Irving, J. F. Cooper, Whittier, Longfellow, Bryant, Lowell, Emerson, E. A. Poe—the beginning of American short story—Bayard Taylor, a new genre.
- K. Orchestral and other musical organizations founded in this period: Stroughton Musical Society, Stroughton, Massachusetts. St. Cecilia Society, Charleston, South Carolina. The Handel and Hayden Society, Boston, Massachusetts. Musical Fund Society, Philadelphia, Pennsylvania.
- L. School of American painters—Hudson River School.
- M. Educational foundations laid by H. Mann, Barnard, Dewitt Clinton and extension of free public school system in many states after recovery from panic of 1837.
- II. A. Mexican cession, Oregon settlement, and Gadsden purchase rounded out our continental boundaries with exception of Alaska.
- B. Discovery of gold in California accelerated development not only of far west but of mid-west.
- C. This westward movement gave an impetus to demand for quicker, more efficient transportation.
- III. Origin of present Republican party.
- IV. Pennsylvania's Public School Law: Samuel Breck, Governor George Wolf, and Thaddeus Stevens.

### ACTIVITIES, PROCEDURES, TECHNIQUES

#### Suggestions

This unit is one of the dramatic units in the history of the United States. Many of the supplementary



references give stories which are of particular interest to pupils of junior high school age. It was during this period that the question of territorial expansion became so bound up with slavery that a great economic, moral, and political conflict arose.

### I. Suggested topics for floor talks

- A. Career of Andrew Jackson.
- B. Panic of 1837.
- C. The Spoils System.
- D. Tariff controversy.
- E. Compromises of Henry Clay 1820, 1833, 1850.
- F. Jackson's war on the National Bank.
- G. Contributions to the development of Public Education in Pennsylvania.
- H. Presidential nominating conventions.
- I. How slavery was fastened on the south.
- J. Abolitionist movement.
- K. Significance of Missouri Compromise.
- L. Territorial expansion 1783-1853.
- M. Compromise of 1850.
- N. Kansas-Nebraska Bill.
- O. Lincoln vs. Douglas senatorial contest—its effect on election of 1860.
- P. Significance of Jacksonian democracy.
- Q. Distinction between free trade, tariff for revenue, tariff for protection.
- R. Causes of the Mexican War; moral aspects of Mexican War.
- S. Results of the Mexican War.
- T. Controversy over nullification.
- U. Distinction between Abolitionists and Free Soilers.
- V. The disappearance of the Whig party and the formation of the Republican party.

### II. Map Work

- A. On a map of the United States show the territorial expansion from 1783 to 1853

using different colors to show the various acquisitions.

- B. On a map indicate the slave and free territory as determined by the Missouri Compromise.

### III. Charts

#### Project I

Recapitulation chart on Westward expansion

Name of territory	When and how acquired	Principal settlers and events	How territory was affected by (a) Missouri Compromise (b) Compromise of 1850, (c) Kansas-Nebraska Bill	What attracted people to particular territory

### IV. Dramatization

#### V. Cartoons

- A. Draw a cartoon showing how Jackson's ideas of democracy affected the political thought of his time.
- B. Draw a cartoon to show the issues involved in the States' Rights Theory vs. Federal Government Theory.

- VI. Write to a friend in the north a description of what took place when you were present at a nullification meeting called in South Carolina to protest against the tariff of 1832. As a resident of Washington who was present in the Senate upon the occasion of the Webster-Hayne debate, write a description of the proceedings, first to a friend of yours living in the north; then to a friend of yours living in the south.

## Unit VI

## The Preservation of the Union

## Purpose

*To learn the causes of the Civil War and the political, social, and economic aspects of that conflict; why the North eventually won out.*

## STORY AND REFERENCES

- I. Political campaign of 1860
  - A. Parties in the campaign
  - B. Platforms of these parties
  - C. Candidates nominated
  - D. Lincoln's view on slavery
  - E. Election of Lincoln
    1. His inaugural address
    2. The war cabinet
    3. Effect of his election on the South
  - F. Secession of South Carolina
  - G. Steps in formation of the Confederacy
    1. The first secession
    2. The second secession
    3. Nature of Confederate government
    4. Prominent Confederate leaders
- II. Review of the causes of the war
  - A. Remote causes
  - B. Immediate causes
- III. Contrast between North and South 1861
  - A. Advantages of each side as to
    1. Population
    2. Raw materials
    3. Factories
    4. Economic organization
    5. Communication and transportation
    6. Sea power
    7. Military advantages
- IV. Foreign relations during the war
  - A. Attitude of foreign nations
    1. France
    2. England
    3. Russia
  - B. Trent Affair
  - C. Blockade running
    1. Alabama and other confederate cruisers
    2. Effects of blockade on south
- V. Financing of war by
  - A. North
  - B. South
- VI. Military campaign of war
  - A. Blockade of harbors of south
  - B. Cut the south into two sections
    1. By control of Mississippi River
    2. By occupation of a line to the Atlantic
  - C. Capturing of Richmond

- VII. Political phases of Lincoln's Administration
  - A. Emancipation Proclamation
  - B. Homestead Act 1862
  - C. Slavery forbidden in territories and District of Columbia
  - D. Admission of West Virginia as free state
  - E. Slave states that remained loyal
- VIII. Costs of the war
  - A. Financial
  - B. Human lives
  - C. Lowered morality
- IX. Results of the war
  - A. Settle question of the nature of the union
  - B. Abolition of slavery
  - C. Other results

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 JOHNSON—Stephen A. Douglas.  
 TARBELL, I.—Boy Scout's Life of Lincoln—Macmillan.  
 EPLER, E. H.—Life of Clara Barton—Macmillan.  
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 NICOLAY, H.—Boys' Life of Ulysses S. Grant—Century.

## SUPPLEMENTARY READING

- BARSTOW—The Civil War—Century.  
 OSTRANDER—An Army Boy of the 60's—World Book Co.

## CURRENT APPLICATIONS

- I. A. Term "copperheads" applied to renegade democrats for many years was first used during the Civil War.
- B. Term "black republicans" dates from this period because of interest shown by them in the negro.
- C. First and second inaugural addresses of Lincoln considered as great literature, together with his Gettysburg Address.
- D. Songs—Battle Hymn of the Republic, John Brown's Body, Dixie, Marching Through Georgia, We're Tenting Tonight on the Old Camp Ground.
- E. 13th, 14th and 15th amendments to the constitution as results of the war.
- F. Settlement of question that nation cannot exist half slave, half free.
- G. Admission of Kansas and West Virginia as states.
- H. Iron and steel clad construction of war vessels resulted.
- I. Origin of National Banking System and United States National Banks 1863.
- J. Origin of Greenbacks—still a part of our paper currency system.
- K. Influence of the Homestead Act in hastening western settlement and the disappearance of the frontier by 1890.
- L. Industrial development of North stimulated by Civil War.
- M. Railroad development stimulated.
- N. First income tax levied by United States, during this period.
- O. Memorial, or Decoration Day, originated to commemorate the sacrifice of Union soldiers.

## ACTIVITIES, PROCEDURES, TECHNIQUES

## Suggestions

In teaching this unit the economic, social and political aspects should be stressed. It is essential, however, that pupils understand the objectives of the north and the south in the war if the results are to be appreciated. The industrial and economic factors involved favored the North.

The three primary objectives of the North were:

1. To throw a blockade around all the southern ports.
2. To divide the Confederacy by opening up the Mississippi River and by the occupation of a line to the Atlantic.
3. To capture the capital of the Confederacy.

The three primary objectives of the South were:

1. To defend the soil of the Confederacy against invasion.

2. To gain the active support of England and France.

3. To wage a successful "holding campaign" against the northern armies and thus force the North to agree to the secession of the Confederacy.

The pupil should study the social, economic, and political relationships in both North and South so as to know more of the motives of each section in connection with their actions. The pupil should keep in mind:

1. The causes of the Civil War.
2. The course of the war.
3. The economic, social, and political results of the war.

Wherever possible pupils should be taken to Gettysburg so that they may gain a better appreciation both of the Battle of Gettysburg, and Lincoln's Gettysburg Address. The effects of the preservation of the Union should be emphasized. One of the dramatic incidents in world history is the treatment of the Confederates at Appomattox.

## I. Suggested topics for floor talks

- A. Early life and career of Lincoln.
- B. How Lincoln came to be nominated.
- C. Lincoln's attitude and views on slavery.
- D. The Confederate viewpoint.
- E. Contrast North and South in 1861.
- F. The Trent Affair.
- G. Financing the war; and the National Banking Act of 1863.
- H. The Battle of Gettysburg, its decisive nature.
- I. Talks on Meade, Lee, Stonewall Jackson, Prant.
- J. The Emancipation Proclamation 1863; Lincoln's purpose in issuing it.
- K. Questions settled by the Civil War.
- L. Distinction between the term Civil War as applied to the war between the north and south, and the term Revolutionary War as applied to the war between England and the colonies.
- M. Effect of Battle of Merrimac and Monitor upon future naval construction.
- N. Attitude of various foreign nations during Civil War.
- O. Provisions of Homestead Act of 1862.
- P. Services of the three Pennsylvania generals at the Battle of Gettysburg.
- Q. Pennsylvania's contribution to the Union cause; resources, industries, men, money.
- R. Pennsylvania's war governor, Andrew G. Curtin.

## II. Map Work

On a map of United States color (1) border states, (2) first group of states to secede, (3) second group of states to secede.



## III. Charts

## Project I

1. List the advantages and disadvantages of the North and South in the Civil War.

	North		South	
	Ad- vantages	Disad- vantages	Ad- vantages	Disad- vantages
Population				
Raw materials				
Factories				
Economic organization				
Communication				
Transportation				
Sea power				
Military advantages				

## Project II

1. Methods of financing the war.
- Government issue of notes.
  - Government issue of bonds—worked out in chart form below.
  - Taxation

Name, date, provisions and author of National Bank Act	
Advantages conferred by U. S. Government on bankers	
Advantages received by U. S. government by this Act	
Advantages conferred upon people by Act	
Other facts and information	

## IV. Dramatization

Dramatize the surrender of Lee to Grant at Appomattox Court House, emphasizing the spirit of conciliation which marked the occasion.

## V. Cartoons

Illustrating any of the conflicting views of the North and South in the Civil War. Cartoon on the Emancipation Proclamation.

- VI. Imagine yourself present at the dedication of the National Cemetery at Gettysburg and write a description of the orations of Everett and Lincoln to a cousin in the New England section.

## Unit VII

## Three Decades of Development — 1865-1895

## Purpose

*To follow the course of reconstruction in the south; the recovery of the nation from the war, the economic expansion and social and political progress of the three decades, 1865-1895.*

## STORY AND REFERENCES

- I. Reconstruction
  - A. In the south
    1. Political, social, economic conditions
    2. Lincoln's plan of reconstruction
    3. Congressional plan of reconstruction
    4. Conflict between president and congress
    5. Actual reconstruction of state governments
      - a. Thirteenth Amendment 1865
      - b. Reconstruction Act 1867
      - c. Fourteenth Amendment 1868
      - d. Fifteenth Amendment 1870
    6. Impeachment of President Johnson
  - B. Campaign of 1868
  - C. Restoration of states to statehood after 1869
  - D. Carpet baggers and scalawags
  - E. Campaign of 1876
  - F. Final withdrawal of troops from south
- II. Financial reconstruction
  - A. Depreciation of the greenbacks
  - B. Panic of 1873
  - C. Bland-Allison Act of 1878
  - D. Resumption of specie-payments 1879
- III. Foreign relations after the war
  - A. Situation in Mexico
  - B. Purchase of Alaska
  - C. Alabama Claims
- IV. A new social and industrial era
  - A. Population since Civil War
  - B. Development of far west
    1. Passing of frontier 1890
  - C. Immigration
    1. Review immigration 1607-1882
    2. Character and extent of old immigration
    3. Influence of old immigration
  - D. Growth of transportation
    1. First transcontinental railroad
    2. Expansion of railway systems
    3. Improvements in quality of transportation
    4. Influence of railroads on nation's development
- E. Industrial growth of United States
  1. Capital
  2. Factories
  3. Employes
  4. Patents
- F. Labor organizations
  1. Review of organizations to 1860
  2. Labor organizations since 1865
- G. Increased use of natural resources
  1. Coal
  2. Iron
  3. Oil
  4. Copper
  5. Lumber
- H. Educational progress
  1. Spread of popular education
  2. Growth of universities and colleges
- I. Social life
  1. Homes
  2. Clothing
  3. Comforts
- V. Campaign of 1880
  - A. Political situation
  - B. Civil Service Reform—The Pendleton Act
- VI. Campaign of 1884
  - A. Election of Grover Cleveland
  - B. Inter-state Commerce Commission
  - C. Political reforms
    1. Presidential succession act
  - D. The Trust movement
- VII. Republicans again in power 1888
  - A. Anti-trust agitation
    1. Sherman anti-trust act
  - B. Tariff question
    1. McKinley Tariff Act
  - C. Sherman Silver act
    1. Its significance
- VIII. New States admitted 1888-1890
- IX. Cleveland's re-election 1892
  - A. Panic of 1893
  - B. Wilson tariff
  - C. Currency problem
  - D. Strikes on railroads
  - E. Foreign relations
    1. Bering Sea dispute settled
    2. Venezuela controversy

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 GARLAND, HAMLIN—Boy Life in the Prairie—Macmillan.  
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 McCONNELL—Frontier Law—World Book Co.  
 TABER—Breaking Sod on the Prairies—World Book Co.  
 TWAIN, MARK—Roughing It—Harper.

## CURRENT APPLICATIONS

1. 13th, 14th, 15th Amendments as part of our constitution.  
 "Captain My Captain" by Walt Whitman as a result of Lincoln's assassination.  
 Union once more established.  
 Origin of term scalawag and organizations like Ku Klux Klan.  
 Industrial combinations born such as Standard Oil and Sugar Trust.  
 Origin of American Federation of Labor.  
 Sports such as baseball and football develop.  
 Grain elevator, telephone, electric light, trolley, cable, typewriter, phonograph.  
 Interstate Commerce Act 1887.  
 Civil Service Commission 1883.  
 First restrictive immigration law 1875.  
 First general U. S. Immigration law 1882.  
 Chinese exclusion act 1882—renewed every ten years.  
 Greenbacks at par since 1879.  
 Spanning of continent with railway trunk lines.  
 Monroe Doctrine upheld as part of our foreign policy.  
 Arbitration as a method of settling international disputes:
  1. Alabama claims
  2. Bering Sea dispute
  3. Venezuela controversy
  4. Italy and Chile
 Sherman Anti-Trust Act.  
 Admission of new states.  
 Presidential Succession act.  
 Acquisition of Alaska 1867.  
 Protectorate over part of Samoan Isles.  
 Literature.  
 Art.  
 Science.  
 Music.  
 Wyoming first state to grant woman suffrage 1890.  
 Woman suffrage in Pennsylvania delayed until adoption of Federal Constitutional Amendment 1920.

Women admitted to supreme court of United States as lawyers 1879.

## ACTIVITIES, PROCEDURES, TECHNIQUES

## Suggestions

Stress the difficulties which followed the Civil War and the hardships imposed by the congressional policy of re-construction which was in contrast to the attitude adopted by Lincoln. This period is also a period of industrial, social, and economic expansion. The developments which took place effected practically every community in the United States, and an approach may well be made by a study of them. During these years the basis was laid for many of the economic and social problems which still persist.

- I. Suggested topics for floor talks
  - A. Describe the conditions in the south in 1865.
  - B. Discuss the crime of reconstruction.
  - C. Discuss 13th, 14th, and 15th amendments that grew out of the Civil War.
  - D. Explain the issues involved in Johnson's impeachment.
  - E. Maximilian in Mexico.
  - F. Alabama claims.
  - G. Immigration before 1880.
  - H. Immigration after 1880.
  - I. The completion of the Union Pacific and the Central Pacific railroads.
  - J. The great inventions from 1865 to 1895.
  - K. Explain the trust movement.
  - L. Education and growth of public school system in Pennsylvania.
  - M. Civil Service reform.
  - N. Contrast the Lincoln and the Congressional plans of reconstruction.
  - O. Effect of Civil War on business in the north.
  - P. Acquisition of Alaska; its importance.
  - Q. The carpet-baggers and the scalawags.
  - R. Resumption of Specie Payments.
  - S. Our railroad expansion after the Civil War.
  - T. Change in the industrial and social life of the American people.
  - U. Growth of labor organizations—1869 and 1881.
  - V. The work of Thaddeus Stevens in the re-construction period.
  - W. The establishment of the Interstate Commerce Commission.
  - X. Outstanding achievements of Alexander Graham Bell, Andrew Carnegie, Thomas A. Edison, John D. Rockefeller, Henry Bessemer, and Cyrus W. Field.
  - Y. Development of the following in Pennsylvania:
    - Steel industry



Anthracite coal  
 Bituminous coal  
 Petroleum  
 Natural gas  
 Pennsylvania Railroad  
 Philadelphia and Reading Railway  
 Textiles

## II. Map Work

On an outline map of the United States trace the routes of the four great transcontinental railroad lines that were built between 1865 and 1895.

## III. Dramatization

Re-enact the impeachment proceedings against Andrew Johnson.

## IV. Cartoons

A. Show with a cartoon the aim of the trust movement.

B. Represent the problem of reconstruction by a cartoon.

V. Imagine that you are a Scandinavian immigrant about the year 1885. Write a letter to your relatives in Norway describing your experiences in Minnesota.

## VI. Charts

Review history of immigration from Colonial Days to 1882.

Fill in the accompanying chart:

Causes of Immigration	Extent of Immigration	Character of Immigration	Distribution of Immigration in United States	Political, Economic and Social Influence of Immigration
1. Scotch-Irish				
2. German-(Palatinates)				
3. Irish				
4. German				
5. Scandinavian				
6. British (English) (Scotch) (Welsh)				
7. French				
8. Dutch				
9. Swiss				

## Unit VIII

## The United States a World Power

## Purpose

*To learn how the United States developed into a world power; to appreciate the major economic, political, and social trends in the past thirty years of American life; to see how our participation in the World War brought us new moral, financial, and political responsibilities and problems.*

## STORY AND REFERENCES

- I. Campaign of 1896
- II. The Spanish-American war
  - A. Causes of the war
  - B. Conduct of the war
  - C. Results of the war
- III. Colonial expansion
  - A. International significance of it
  - B. New acquisitions
    - 1. Their government
- IV. Special status of Cuba
- V. The Hague Tribunal—1899
- VI. The Boxer Rebellion
  - A. Hay's Open Door policy
- VII. Death of William McKinley
- VIII. Administration of Roosevelt
  - A. Panama canal project
  - B. Settlement of Alaska Boundary dispute
  - C. Venezuelan question of 1903
  - D. Roosevelt as peace maker, 1905
  - E. Labor disputes and coal strike
    - 1. Creation of Department of Commerce and Labor 1903
  - F. Conservation of natural resources
  - G. Pure Food and Drug act
- IX. Taft administration
  - A. Reciprocity with Canada proposed
    - 1. Rejected by Canada
  - B. Foreign affairs
    - 1. Newfoundland Fisheries question
    - 2. American interests in Mexico
  - C. Completion of flag 1913
  - D. Trust legislation and supreme court decisions
    - 1. American Tobacco Company 1910-1911
    - 2. Standard Oil Company 1910-1911
- X. Campaign of 1912
  - A. Doctrine of the New Freedom
  - B. Democrats in control
  - D. Currency reform—Federal Reserve Act
  - C. Underwood tariff of 1913
- E. Clayton Act of 1914
- F. Federal Trade Commission 1914
- G. Mexican affairs 1914-1916
- H. Opening of canal 1914
- I. Repeal of Panama canal tolls act
- XI. Re-election of Wilson and the World War
  - A. Brief review of World War 1914-1917
    - 1. Alleged causes
    - 2. Significant events
    - 3. Relation of United States to the struggle
    - 4. Policy of neutrality
  - B. The United States and the several blockades
    - 1. English blockade and resulting complications
    - 2. German submarine campaign and resulting controversy
  - C. Intervention of United States; breaking of diplomatic relations
    - 1. Declaration of war
    - 2. Preparation for war
      - a. Training of new armies
      - b. Increasing food supplies
      - c. Financing the war
      - d. Duties assigned to navy
      - e. American expeditionary forces
    - 3. Summary of the war 1917-1918
    - 4. Armistice November 11, 1918
  - D. Peace negotiations
    - 1. Two-fold aims of President Wilson at Versailles
      - a. Covenant of League of Nations
      - b. Settlement of political, social, and economic questions
  - E. Post war international problems
  - F. Post war problems of United States
    - 1. Fight over Versailles treaty
    - 2. Depression, unemployment, labor difficulties 1921
    - 3. Esch-Cummins Law
  - G. New amendments to the constitution
    - 1. Sixteenth 1913—Income tax
    - 2. Seventeenth 1913 — Direct election of senators
    - 3. Eighteenth 1919—Prohibition
    - 4. Nineteenth 1920—Woman Suffrage

## XII. Campaign of 1920.

- A. Issues of campaign
- B. Separate peace with Germany
- C. Domestic affairs
  - 1. Reduction of army
  - 2. National budget system
  - 3. Reduction of national debt
  - 4. Reduction of taxes
- D. Immigration policy
  - 1. New Immigration after 1882
  - 2. Problems arising from it
  - 3. Immigration laws
    - a. Act of 1921
    - b. Act of 1924
    - c. National origin provision effective 1929
- E. Industrial disputes
- F. Foreign affairs
  - 1. Washington Disarmament Conference 1922
  - 2. Foreign debt problem
  - 3. Dawes Reparation Commission and Report
- G. Death of President Harding
- H. Coolidge succeeds as president

## XIII. Re-election of Calvin Coolidge 1924

- A. His policy of economy

## XIV. Election of Herbert Hoover

- A. Tariff act—Hawley-Smoot
- B. Farm Board
- C. Wickersham Commission

## XV. Social Problems

- A. Prohibition
- B. Crime
- C. Use of leisure time

## XVI. Economic problems

- A. Collapse of stock market 1929
- B. Unemployment
- C. Unemployment insurance and old age pensions
- D. Problems of the surpluses—wheat, cotton, sugar, copper

## XVII. International problems

- A. Inter-allied war debts and Hoover Moratorium
- B. Disarmament conferences 1927-1930
- C. Kellogg Peace Pact, World Court, and League of Nations
- D. General Disarmament Conference 1932

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 ABBOTT, W. J.—Blue Jackets of 1918—Dodd, Mead  
 ALDON, A.—The Island of Appledore—Macmillan.  
 BARBOUR, R. H.—Fortune of War—Century.  
 DRAGGS, L. L.—Adventures of Arnold Adair—Little, Brown and Co.

- DYER, W. A.—Ben, the Battle Horse—Holt.  
 PAINE, R. D.—Ships Across the Sea—Houghton, Mifflin.

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 MORGAN, J.—Theodore Roosevelt, Boy and Man—Macmillan.

## SUPPLEMENTARY READING

- HUBBARD, E.—Message to Garcia—Crowell.  
 ZANGWELL, I.—The Melting Pot—Macmillan.  
 ROLT, F.—Boys' Book of the World War—Wheeler.  
 HUGGERFORD, E.—With the Doughboy in France—Macmillan.

## CURRENT APPLICATIONS

- I. A. Our colonial empire largely established as result of Spanish-American War.
- B. The disappearance of Spanish flag from Caribbean after four centuries.
- C. Our protectorate over Cuba.
- D. Acquisition of Panama canal rights and completion of canal—the saving of distance effected by the canal.
- E. Establishment of United States Bureau of Forestry.
- F. Establishment of United States Department of Commerce and Labor, separated later into two departments.
- G. Pure food laws.
- H. Last State admitted to the Union in 1913.
- I. Federal Reserve Act—our present system.
- J. Clayton Act.
- K. Adamson—Eight hour law for railroad labor.
- L. Federal trade commission.
- M. Prohibition.
- N. Income Tax.
- O. Direct election of senators.
- P. Woman suffrage.
- Q. Inventions like automobile, motion picture, radio, talkie, aeroplane, television, wireless telephony, electrical refrigeration, perfection of transmission of electric power, multiple messages over same telephone and telegraph wires, concrete roads, tar roads, asphalt roads, lighter than air machines.
- R. Medicine, scientific, educational and other contributions—Gorgas and Reed stamping out yellow fever.
- S. Political institutions—President Wilson's responsibility for League of Nations and World Court.
  - 5-5-3 ratio of navies adopted by Washington Disarmament Conference 1921-22.
  - Secretary Kellogg and the Kellogg-Briand Peace Pact.
  - Dawes Plan and its successor the Young Plan.
  - The Hoover Moratorium.
- T. Political reforms—initiative, referendum, and recall, direct primaries, direct election of senators, use of voting machines.



- U. Old age pensions proposed.
- Unemployment pensions proposed
- Workmen's compensation act adopted in Pennsylvania in Governor Brumbaugh's administration 1914-1918.
- Child Labor laws made more stringent.
- Factory inspection act.
- Mining laws to increase safety of mines.

## ACTIVITIES, PROCEDURES, TECHNIQUES

### Suggestions

The student should complete this unit with an understanding of those major, social, political and economic forces at work today shaping modern civilization. Some of the important outcomes of this final unit should be:

1. A scientific approach to the study of problems.
  2. World mindedness.
  3. An elementary grasp of our unsolved economic, social and political problems.
  4. A spirit of tolerance and open-mindedness in the consideration of these problems.
1. Suggested topics for floor talks
    - A. Rough riders in Spanish-American war.
    - B. Territorial growth 1867-1914.
    - C. Boxer Rebellion 1900.
    - D. Story of building of Panama Canal.
    - E. Venezuela controversy.
    - F. Roosevelt as peace-maker 1904-1905.
    - G. Conservation of natural resources.
    - H. Issues involved in election of 1912.
    - I. Federal Reserve Act.
    - J. Why United States abandoned neutrality 1917.
    - K. Our army in France.
    - L. Our navy's services 1917-1918.
    - M. Financing the war 1917-1918.
    - N. The League of Nations.
    - O. The World Court.
    - P. The Dawes Plan.
    - Q. The Washington Disarmament Conference 1922.
    - R. Kellogg-Briand Peace Pact.
    - S. Our new immigration policy 1921-1929.
    - T. Prohibition.
    - U. The industrial depression.
    - V. The Young plan and the Moratorium.
    - W. Disarmament Conference.
    - X. The conservation movement in Pennsylvania.
    - Y. Laws of Pennsylvania protecting women and children in industry.
    - Z. Pennsylvania's workmen's Compensation Act 1915.
- AA. The financial, industrial and military contributions of Pennsylvania to the winning of the World War.
  - BB. The development of the various political units of Pennsylvania: towns, boroughs, townships, counties, cities.
  - CC. The development of the judicial system of Pennsylvania, touching in county courts, superior courts, and the supreme court.
  - DD. The Wickersham Commission and its findings.
  - EE. The development of air transportation in the United States.
- II. Map work
 

On an outline map of the world color the possessions of the United States including also continental United States.
- III. Charts
 

Make a chart explaining:

    1. Structure set-up by Federal Reserve Act.
    2. How the structure functions.
    3. Purposes and advantages of the system.
    4. Other important facts and information.
- IV. Dramatization
    - A. Dramatize a session of the League of Nations.
    - B. Dramatize the Washington Disarmament Conference 1921-1922.
    - C. Dramatize the signing of the Kellogg-Briand Peace Pact.
- V. Cartoons
    - A. Draw a cartoon showing our difficulty in maintaining neutrality 1917.
    - B. Draw a cartoon justifying President Hoover's Moratorium.
    - C. Draw a cartoon showing the issues involved in disarmament.
- VI. Imagine that you are a reporter for a large newspaper. Report the Washington Disarmament Conference 1922.

## APPENDIX A

## Visual Aids In Social Studies

Prepared by C. F. Hoban, Director of Visual Education

## HISTORY

Research, covering several major experimental studies, shows that visual-sensory aids make very definite contributions to the field of social studies. Among the visual-sensory aids credited with contributions to more meaningful instruction in this field are school journeys or field trips, models, the object itself, slides, films, stereographs, maps, charts, cartoons, dramatization and pageantry. For detailed results of these studies, history teachers are referred to: *Visual Education*—Freeman—University of Chicago Press, Chicago; *Motion Pictures in History*—Knowlton-Tilton—Yale University Press, New Haven, Connecticut; *Comparative Effectiveness of Some Visual Aids*—Weber—Educational Screen, Chicago; *Value of Films in History*—Frances Consitt—G. Bell and Sons, London, England.

Effective procedure in history instruction requires an almost constant use of the visual-sensory aids enumerated. This involves a thorough knowledge of these aids—their values, their sources, guiding principles for their use, and a mastery of their techniques.

The school journey or field trip is a fruitful medium for history work because it brings students in direct touch with history materials, situations, and relationships. Communities have their history—each had its beginning; each contains milestones, shrines, documents, and evidences which mark its growth, its achievements, and its development. A surprisingly large amount of history material—such as Indian relics, coins, household utensils, implements, furniture, clothing of early periods, old photographs, sculpture, paintings, old books, documents, etc.—can be found in each school district. These should be assembled as a school collection, ready for use as occasion requires. Children appreciate historic collections of models and objects that they themselves assemble and make. Interest is the key that unlocks the door to self-activity. Self-activity in turn sets initiative at work. This gives opportunity for originality to express itself. The Object-Specimen-Model Bulletin, which contains much suggestive material, can be obtained upon application to the Department of Public Instruction.

Pennsylvania is rich in historic shrines. Museums, historical and other societies have valuable collections—all mute evidence of the past, of the developing present, and showing the possibilities for the future. Teachers are urged to make use of these collections. When made accessible to school children, they enrich and vitalize the subject and help in reconstruction experience—a proceeding necessary to a thorough understanding of history. It becomes necessary then for teachers to know how to organize, conduct, and check school journeys or field trips. For this purpose each should have a copy of the School Journey Bulletin which may be procured from the Department of Public Instruction.

The Yale Chronicles are but one of many valuable history films that recreate the personages, circumstances, and events of the past. Collections of slides also have been developed. Familiarity with these on the part of teachers is not only essential but research and experimentation are necessary to determine which possess the greatest value, and to definitely relate them to the curriculum. This pressing service is a responsibility of teachers in the development of Pennsylvania's educational program.

Teachers should also be familiar with the minimum standard equipment of visual and other sensory materials required for the teaching of history. The history teachers' committee of the State Teachers College recommends the following minimum quipment:

1. Bibliography on Visual Aids in History—McKinley Publishing Company, Philadelphia.
2. Blackboard and Bulletin Board.
3. Bulletins—*School Journeys or Field Trip, Object-Specimen-Model, Pennsylvania Historical.*

4. Cabinet for filing cartoons, clippings, cutouts and other pictorial materials, prints, etc.
5. Charts—a classroom set, including necessary graphs; a good historical album, as for example, Cybulski's, or Fougères'.
6. Dramatization—Dialogs, playlets, pageants.
7. Maps—U. S.—1492 to 1929; Europe—early times to present; World. Blackboard outline.
8. Objects-Specimens-Models—a small museum collection covering classical sculpture, documents, dress, utensils, etc.
9. Projectors—still, and 16 mm. motion picture machines.
10. Slides—sufficient unit sets to satisfy needs.

## CITIZENSHIP

The study of citizenship provides many opportunities for the use of visual-sensory aids. An effective method of teaching this subject is by participation in social enterprises which provide opportunities for self-activity and learning by doing. The school journey or field trip is one of the best mediums for effective instruction in this field. Since the subject has to do with citizenship, with government—how it is organized and how it functions—visits to city hall, court house, post office, municipal departments, public utilities, water supply stations, food markets, examples of model planning, municipal improvements, parks, recreation centers and evidences of progressive citizenship lend enrichment and vitality to instruction and learning that are not secured ordinarily through textbook or lecture procedures.

The school journey also gives opportunity for correlating the different subjects—as for example, safety first, humane treatment of birds and animals, reforestation, types of architecture and landscaping, clean streets, improved highways, objects and practices of special interest. Civically speaking, it can be truthfully said that the school journey is often the medium through which the spark of scientific genius is kindled, the naturalist developed, the musician inspired, artistic genius stirred, literary ambitions set on fire, patriotic impulses quickened, and the spirit of adventure aroused. All these activities lead to the spending of leisure time in a profitable way.

Dramatization has proved a valuable visual-sensory aid in this field; as have also cartoons, charts, maps, and pageants. Very interesting pictorial materials such as stereographs, slides and films are constantly being produced—all of which contribute to meaningful instruction. It is essential that teachers know the sources of these materials and an effective technique for their use.

## VISUAL AIDS IN THE FIELD OF SOCIAL STUDIES

The following is a partial list of sources of visual and other sensory materials for the teaching of history and civics:

- I. Apparatus and Equipment  
See Department Projector Sheet.
- II. School Journey or Field Lesson  
See Department School Journey Bulletin, Vol. 1, No. 6.
- III. Object-Specimen-Model  
See Department Object-Specimen-Model Bulletin, Vol. I, No. 8.
- IV. Pictorial Materials

## Glass Slides:

Atlas Educational Film Co., 5 N. Wabash Ave., Chicago.  
Beseler Lantern Slide Co., 131 E. 23rd St., N. Y. City.  
Briggs, C. W., 428 Callowhill St., Philadelphia.



Devereaux Lantern Slides, Eye Gate House, Inc., 126 W. 46th St., N. Y. City.  
 Eastman Educational Slides, Iowa City, Iowa.  
 Keystone View Co., Meadville, Pa.  
 McIntosh Stereopticon Co., 549 W. Randolph St., Chicago.  
 Pilgrim Photoplay Exchange, 804 S. Wabash Ave., Chicago.  
 State Library and Museum, Harrisburg, Pa.  
 Victor Animatograph Co., Davenport, Iowa.  
 Williams, Brown and Earle, 918 Chestnut St., Philadelphia.

#### Film Strip:

Ideal Pictures Corp., 26 E. Eighth St., Chicago.  
 McIntosh Stereopticon Co., 549 W. Randolph St., Chicago.  
 Muir, The James C. Co., 10 S. 18th St., Philadelphia.  
 Society for Visual Education, 327 S. LaSalle St., Chicago.  
 Spencer Lens Co., Buffalo, N. Y.  
 Stillfilm Co., 25 Third Ave., N. Y. City.

#### Films—16 MM.:

Bell and Howell, 11 W. 42nd St., N. Y. City.  
 Eastman Teaching Films, Inc., 343 State St., Rochester, N. Y.  
 Fox Film Corp., 850 Tenth Ave., N. Y. City.  
 Ideal Pictures Corp., 26 E. Eighth St., Chicago.  
 Q. R. S.-De Vry Corp., 131 W. 42nd St., N. Y. City.  
 Yale Chronicles, Yale University Press, 522 Fifth Ave., N. Y. City.  
 "1000 and One"—Educational Screen, Chicago.

#### Films—35 MM.:

B. & O. R. R. Century of Transportation Pageant, Baltimore, Md.  
 Film Classic Exchange, Fredonia, N. Y.  
 Ideal Pictures Corp., 26 E. Eighth St., Chicago.  
 Kinetograph Company of America, Inc., Irvington-on-Hudson, N. Y.  
 Q. R. S.-De Vry Corp., 131 W. 42nd St., N. Y. City.  
 Yale Chronicles—Yale University Press, 522 Fifth Ave., N. Y. City.

#### Maps, Charts, Graphs, etc.:

Denoyer-Geppert Co., 5235-57 Ravenswood Ave., Chicago.  
 Knowlton's Making History Graphic, Scribner, N. Y. City.  
 Nystrom, A. J. and Co., 3333 Elston Ave., Chicago.

Rand McNally Co., 536 S. Clark St., Chicago.  
 Scribners, 597 Fifth Ave., N. Y. City.

#### Pictures:

Art Extension Society, 415 Madison Ave., N. Y. City.  
 Copley Prints—Curtis and Cameron Co., Boston, Mass.  
 Elson Arts Publishing Co., Inc., Belmont, Mass.  
 Emery Prints—Brown-Robertson Co., N. Y. City.  
 Medici Society, 755 Boylston St., Boston, Mass.  
 Seemann Prints—Rudolph Lesch, 225 Fifth Ave., N. Y. City.  
 Sterco Company, 1476 Broadway, N. Y.  
 Taber-Prang Art Co., Springfield, Mass.

#### Posters:

Grade Travel Bureau, Room 1609, 501 Fifth Ave., N. Y. City.  
 National Child Welfare Assoc., Inc., 70 Fifth Ave., N. Y. City.

#### V. Miscellaneous Aids:

Dramatization  
 Exhibit  
 Pageant  
 Sand table

#### VI. Fitting Visual Materials to the Curriculum:

Berkeley, California, course of study.  
 Detroit course of study.  
 Teachers' Manual, Eye Gate House, 126 W. 46th St., New York City.

#### CHARTS

HART, A. B. AND MATTESON, D. M.—American Government Maps—Denoyer-Geppert.  
 HUGHES, R. O.—American Citizenship Charts—Nystrom.

#### MAPS

Maps used in connection with history courses should be available for civics.

#### OBJECT-SPECIMENS AND MODELS

Many of the projects in civics lend themselves to this type of visual aid.

## APPENDIX B

### Suggestions for the Correlation of Music with the Social Studies Program

Prepared by M. Claude Rosenberry, Director of Music

In developing teaching outlines for the various units in both Backgrounds of American Life and United States History, it is suggested that the teacher draw on all of the sources that are available. One of the fields rich in material is music. Local resources will determine the use which can be made of music materials and references in the individual classes. The following types of exercises are suggested:

1. The singing of songs appropriate to the grade level. A program such as this may often be arranged through cooperation with the music department of the school.
2. Listening to appropriate selections played on the phonograph. Graded phonograph records are now available illustrating practically all periods and types of music.
3. Listening to radio programs either in school or as a home assignment. Such projects should be planned in advance so that the pupils will have ample time to prepare for them.
4. Floor talks, reports, and essays on musical subjects. Frequently assembly programs or class programs may be developed on this basis. The lives of composers offer material which is both inspirational and informational.

Music materials frequently help in the interpretation of historical events:

The Children's Crusades  
 Shanewis, written by Cadman depicting life of American Indians

Devorak, New World Symphony—Life of American people including negroes

Foster—Brought out musical traditions of American folk lore.

The folk music of a people is frequently one of the main sources of historical materials. There was a time when practically all history was passed on by word of mouth. Good examples of this are the Troubadours, Meistersingers, Minne-singers, Trojans.

In our own State music tradition is being developed, as with the Bach festival which grew out of the Singstunde at Bethlehem. The Philadelphia symphony was organized in 1740. The Eisteddfod, the Saengfest, the Moravian and German singing schools in Pennsylvania music.

Wherever local organizations or composers have featured prominently they should be recognized in connection with the study of the period.

A representative list of suggested composers follows:

JOHANN SEBASTIAN BACH (1685-1750) Germany.  
 GEORGE FREDERICK HANDEL (1685-1759) Germany.  
 CHRISTOPHER W. GLUCK (1714-1787) Germany.  
 FRANZ JOSEF HAYDN (1732-1809) Austria.  
 FRANCIS HOPKINSON (1737-1791) America (Pennsylvania)  
 WOLFGANG AMADEUS MOZART (1756-1791) Germany.  
 LUDWIG VON BEETHOVEN (1770-1827) Germany.



CARL MARIA VON WEBER (1786-1826) Germany.  
 GIACOMO MEYERBEER (1791-1864) Germany.  
 GIOACHINO ROSSINI (1792-1868) Italy.  
 FRANZ SCHUBERT (1797-1828) Germany.  
 HECIOV BERLIOZ (1803-1869) France.  
 MICHAEL WILLIAM BALFE (1808-1870) Ireland.  
 FELIX MENDELSSOHN-BARTHOLDY, (1809-1847) Ireland.  
 ROBERT SCHUMANN (1810-1856) Ireland.  
 FREDERIC CHOPIN (1810-1849) Poland.  
 FRANZ LISZT (1811-1886) Hungary.  
 WILLIAM HENRY FRY (1813-1864) America (Pennsylvania).  
 RICHARD WAGNER (1813-1883) Germany.  
 GIUSEPPI VERDI (1813-1901) Italy.  
 CHARLES FRANCOIS GOUNOD (1818-1893) France.  
 JACQUES OFFENBACH (1819-1880) France.  
 FRANZ ABB (1819-1885) Germany.  
 CESAR FRANCK (1822-1890) France.  
 STEPHEN COLLINS FOSTER (1826-1864) America (Pennsylvania).  
 ANTON RUBINSTEIN (1829-1894) Russia.  
 JOHANNES BRAHMS (1833-1897) Germany.  
 CAMELLE SAINT-SAENS (1835-1921) France.  
 GEORGE S. BIZET (1838-1875) France.  
 PETER TCHAIKOVSKI (1840-1893) Russia.  
 ANTONIN DVORAK (1841-1904) Bohemia.  
 ARTHUR SULLIVAN (1842-1900) England.  
 EDWARD GRIEG (1843-1907) Norway.  
 JOHN PHILLIP SOUSA (1854-1932) America.  
 VICTOR HERBERT (1859-1924) Ireland.

IGNACE PADEREWSKI (1860- ) Poland.  
 EDWARD A. MACDOWELL (1861-1908) America.  
 ETHIELBERT NEVIN (1862-1901) America.  
 CLAUDE DEBUSSY (1862-1918) France.  
 HORATIO PARKER (1863-1919) America.  
 HENRY K. HADLEY (1871- ) America.  
 SAMUEL COLERIDGE TAYLOR (1875-1912) England.  
 CAMILLE ZECKWER (1875-1924) America (Pennsylvania).  
 JOHN ALDEN CARPENTER (1876- ) America.  
 J. FRANK FRYSENGER (1878- ) America (Pennsylvania).  
 HARVEY B. GAUL (1881- ) America (Pennsylvania).  
 CHARLES WAKEFIELD CADMAN (1881- ) America  
 (Pennsylvania).  
 PERCY A. GRAINGER (1882- ) Australia.  
 IGOR STRAVINSKY (1882- ) America.  
 DEEMS TAYLOR (1885- ) America.  
 HOWARD HANSON (1896- ) America.

#### Bibliography

EDUCATIONAL MONOGRAPH No. 1—Pennsylvania in Music—Department of Public Instruction.  
 MACY, JAMES C.—Young People's History of Music—Oliver Ditson Co.  
 MCGHEE—People and Music—Allyn and Bacon.  
 BANER AND PEYSER—How Music Grew—Putnam's Sons.  
 KIUSCELLA—Music and Romance—R. C. A. Victor Co.  
 SPAETH—The Common Sense of Music—Boni & Liveright.

## APPENDIX C

### References on the Teaching of the Social Studies

JOHNSON, HENRY—The Teaching of History—Macmillan.  
 KNOWLTON, DANIEL C.—History and the Other Social Studies in the Junior High School—Scribners.  
 HATCH, R. W.—Training in Citizenship—Scribners.  
 DAWSON, EDGAR and others—Teaching the Social Studies—Macmillan.  
 KLAPPER, PAUL—The Teaching of History—Appleton.  
 THAYER, V. T.—Passing of the Recitation—Heath.  
 MILLER, H. L.—Creative Learning and Teaching—Scribners.  
 TYRONE, R. M.—The Teaching of History in Junior and Senior High Schools—Ginn.  
 BAILEY, D. C.—A New Approach to American History—(Student's Guide Sheets)  
 (Based on Morrison Unit Plan)  
 University of Chicago Press.

Monthly publications—Historical Outlook—McKinley Publishing.  
 KILPATRICK, W. H.—What Shall We Seek from a History Project—Historical Outlook of June, 1922.  
 MAGUIRE, E. R.—The Group-Study Plan—Scribners.  
 MORRISON, H. C.—The Practice of Teaching in the Secondary School—University of Chicago Press.  
 BYE, E. C.—Bibliography on the Teaching of the Social Studies—Clark University.  
 MACE, W. H.—Method in History—Rand.  
 KNOWLTON, D. C.—Making History Graphic—Scribners.  
 HILL, MABEL—The Teaching of Civics—Houghton, Mifflin.  
 MONROE—Directed Learning in the High School—Doubleday.  
 MILLER—Directed Study—Scribners.  
 MILLER AND HARGRAVES—Self-Directed School—Scribners.













